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ABSTRACT

These secondary materials help students understand the nature of human conflict and alternative methods of resolving such conflict in order to further human cooperation on global problems. Objectives of the materials include (1) identifying global problems, their multiple relationships, and basic elements within the categories of war and peace, environment, economic welfare, and social justice; (2) becoming aware of strategies for conflict management, such as concession and arbitration; (3) applying these strategies to specific situations; (4) developing evaluative criteria for assessing their effectiveness; (5) following commitment with action; and (6) clarifying one's own values while learning to respect value differences. The written and audiovisual program may be broken into supplementary units or stacked into a full year course. This flexibility allows the written materials included in this document to be used alone. Arranged sequentially, introductory packets provide concepts to consider in NOTSOB, a simulation which in turn acts as a catalyst for the packets concerned with the four problem categories. Each packet addresses a particular issue within the category; for instance, War Crimes: Individual Justice vs. Obedience to State is one of the packets from the category War and Peace. Background information, learning objectives, activities, readings, and references are included in each packet. (JH)

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CONFLICT RESOLUTION IN CONTEMPORARY SOCIETY

ESEA - TITLE III

SO 007 850

Contact person:

Paul D. Breon, Project Director
Greensburg Salem School District
301 North Main Street
Greensburg, Pennsylvania 15601

Telephone: 412-834-6840

FOREWORD

This "Conflict Resolution" Curriculum Guide has been prepared, evaluated and rewritten under an ESEA Title III Project, in the Greensburg Salem School District, Greensburg, Pennsylvania, which began in January, 1972.

The initial Project Proposal was prepared with the assistance of Dr. Robert Schell, Social Studies Adviser, Bureau of Curriculum Services, Department of Education, Harrisburg, Pennsylvania; and Professor Gerald Thorpe, Political Science Department, Indiana University of Pennsylvania, Indiana, Pennsylvania. Mr. Paul Breon, Assistant Superintendent, Greensburg Salem School District submitted the Proposal for approvals.

The original Project Writing and Teaching Team consisted of Mr. Elmer Slezak, Mr. Roger Stern and Mr. Alvin Sanfilippo of Greensburg Salem Senior High School; Mr. Timothy Welty and Mr. Donald Koter of Greensburg Salem Junior High School; Mr. Gerald Peden of Greensburg Central Catholic High School; Professor Thorpe and Mr. Breon. This course was first offered as an elective, one-semester course in the three schools in the Fall of 1972. The first Project Evaluation was conducted on November 6-7, 1972, at which time the continuation of the Project was recommended.

In the school term 1972-1973, Mr. Paul Rankin replaced Mr. Peden on the staff at Greensburg Central Catholic High School and assumed his place on this team. In January, 1973, the two Social Studies teachers, Mr. Slezak and Mr. Welty, were retained on the team. The second Project Evaluation was held on November 6-7, 1973, and continuation of the Project was again recommended.

In the school term of 1973-1974, Mr. Samuel Marvis replaced Mr. Paul Rankin at Greensburg Central Catholic High School, and assumed his place on the team. Mr. Harry Folk, Media Specialist for Greensburg Salem, was added to the team. At the close of this term, Mr. Timothy Welty was elected to a Principalship at Hempfield Area School District.

In the Fall of 1974, the Project will reach the Dissemination Stage. With the assistance of Dr. Schell and Dr. Richard Brickley of RISE, plans have been made to hold several In-service Workshops in various sections of Pennsylvania, to provide these materials for interested Social Studies teachers.

It is the fervent hope of the Writing Team that the material will provide some exciting and practical techniques for Social Studies teachers throughout Pennsylvania, and thus further contribute to an enriched Social Studies Curriculum development in the schools of this Commonwealth.

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INTRODUCTION

CONFLICT RESOLUTION IN CONTEMPORARY SOCIETY

I. INTRODUCTION:

It is becoming increasingly evident that we live on an endangered planet. Global problems seem to be increasing at a pace faster than is our ability to deal with them. A rapidly accumulating body of evidence compels us to address ourselves to a question that we have never before, in the long march of human history, seriously entertained --- can our species survive the twenty-first century? With the advent of nuclear weapons and awesome means of mass destruction, we have now entered into an era when it is possible to destroy human civilization and return us all to a stone-age existence.

Above and beyond the possibility of massive nuclear and biological destruction, a new and perhaps more terrifying prospect has begun to force itself into our consciousness --- that of world-wide ecological disaster. Due to the pressures being placed upon life support systems of "spaceship earth" ---the air we breath, the soil we till, and the minerals we take from the earth--- we face the distinct possibility that a time will come when our exploitive and conflictual activities will have created irreversible damage, rendering this world uninhabitable for our species and for all other forms of higher life.

The curriculum materials included in this packet are based on the premise that human conflict will tend to intesify under the conditions described above and, further, that human cooperation at all levels will have to be improved if we are to meet the challenges of an endangered planet. It seems incumbent upon the schools to attempt to help our students understand the nature of human conflict and alternative methods of resolving such conflict.

II. OBJECTIVES:

1. Students will be able to identify a range of global problems by category -- conflict control (war and peace), ecological balance (environment), economic welfare and social justice.

2. Students will be able to recognize multiple relationships between the four categories of global problems involving conflict control, ecological balance, economic welfare and social justice.

3. Students will be able to identify a range of basic elements in a variety of conflictual situations occurring on each of the four conflict levels..... intra-personal, interpersonal, societal, and international. These elements will include:

   a. Power and status
   b. Property and wealth
   c. Hostility, fear, and aggression
   d. Value conflict
   e. Misunderstanding (frame of reference and mind set)
   f. Territoriality and nationalism
   g. Scarcity and crowding.

4. Students will become aware of a broad range of strategies of conflict management, which will include:

   a. Reconciliation
   b. Dissonance reduction
   c. Concession
   d. Value clarification
   e. Toleration
   f. Compromise
   g. Mediation
   h. Arbitration
   i. Authoritative Disposition (law)
   j. Group pressure

5. Students will be able to apply a wide range of strategies for conflict management to specific conflictual situations represented in literature, simulation, role play and other concrete forms.

6. Students will be able to develop evaluative criteria for assessing the effectiveness and desirability of strategies of conflict management in their application to specified situations.

7. Students will attend to situations of conflict and commit themselves to action according to criteria of appropriateness as determined by each individual.

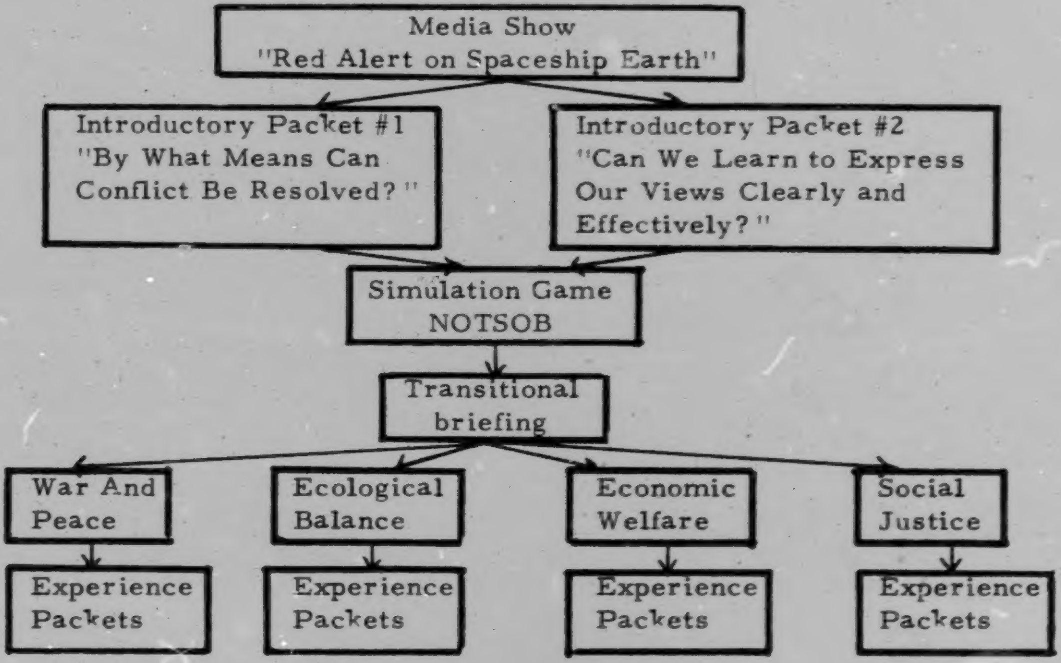
8. Students will learn to clarify their own values through the use of skilled discussion tactics such as those stipulated in the Harvard Social Studies Project.

9. Students will learn to respect value differences in regard to complex issues of existence.

III. STRUCTURAL CHARACTERISTICS OF THE CURRICULUM MATERIAL:

Conflict Resolution in Contemporary Society is designed as a flexible curriculum package which can be utilized in several different ways. The material is structured into thematic clusters designed to be utilized as two to six week mini-course experiences which may be "plugged" into conventional social studies courses. The mini-course structure lends itself to "stacking". Through such stacking one-semester and one year courses can be developed. In order to describe the structural possibilities of the curriculum materials contained in this packet, it seems best to describe them deductively--starting with a pictorial diagram and commentary describing a one semester or one year course and then moving to a description of the way the longer course can be "unstacked" in order to create a variety of one to six week mini-courses.

1. The structure of a one semester or one year course entitled Conflict Resolution in Contemporary Society is possible. The basic components in the one semester/one year course are outlined in schematic form below:


Media Show
"Red Alert on Spaceship Earth"
Introductory Packet #1 "By What Means Can Conflict Be Resolved?"
Introductory Packet #2 "Can We Learn to Express Our Views Clearly and Effectively?"
Simulation Game NOTSOB
Transitional briefing
War And Peace
Ecological Balance
Economic Welfare
Social Justice
Experience Packets
Experience Packets
Experience Packets
Experience Packets

To organize such a course, proceed as follows:

a. Show the media show "Red Alert on Spaceship Earth". This is a twenty-three minute show. Then discuss the questions found on page 7. The media show is primarily intended as an affective motivating device rather than a cognitive learning experience. It is sometimes useful to screen the media show once again after the discussion. Another interesting activity is to challenge the students to develop their own version of "Red Alert on Spaceship Earth" toward the end of the course. Teachers will, however, normally spend at least two to three days on the media show.

b. Once the students have discussed the media show and identified the four problem areas, some time should be spent on introductory packets #1 and #2. These packets introduce students to sources of conflict, methods of conflict resolution and ways for dealing with controversial issues through discussion techniques. Having gone through these packets, efforts should be made to regularly refer to them and apply them throughout the rest of the course.

c. Having shown and discussed the media show and having spent some time on introductory packets #1 and #2, the simulation game NOTSOB can be used. There are several ways in which NOTSOB may be played, but basically the idea is to use it as a device for developing a feel for the four previously developed problem areas and to stimulate some discussion of how various conflicts arising out of the simulation might be minimized. Detailed direction for optimal ways to use the simulation and suggested debriefing can run anywhere from three days to three weeks, depending on the teacher's discretion and student interest. A conscious effort should be made to help students apply the material learned in the introductory packets throughout the simulation experience.

d. It is necessary to help students to analogize from the mythical little island of NOTSOB to the "real world". Analogy links are used for this purpose. "How is NOTSOB like the real world?" "How is it different?" Other similar questions are suitable for this objective.

e. The experience packets grow out of the media show, the introductory packets, the simulation game, and the transitional activities. There are several packets available for each of the four problem areas indicated in the diagram. All packets are listed in the Table of Contents by title and problem area under which they fall. A great deal of flexibility in the use of these experience packets is possible. One may choose a few from each of the four problem packets, concentrating on breadth rather than depth, or one may choose to briefly cover all four problem areas and then go into greater depth in one or two areas. The possibilities for using experience packets in various combinations are limited only by teacher imagination. For instance, one may wish to cluster various experience packets by subject matter focus, such as art or music or economics. Other arrangements by topic or problem are also available.

f. There should be some culminating activity at the end of the one semester or one year course. Some teachers have chosen to institute a class project involving the development of the student's own multi-media statement. Others have instituted student research projects designed to relate the problem areas to specific current world events. Still others have assigned papers dealing with questions of individual value preferences, or have instituted attitude survey studies of the school or larger community. No matter what culminating activity is chosen by the teacher and students, the focus should be on drawing together the four problem areas, their inter-relations and the implications for the future. It is important that in the process, students come to grips with their own value conflicts and value preferences, as well as learn to work together as they deal with problems of world order.

2. Short courses can be based on Conflict Resolution in Contemporary Society. It is relatively easy to "unstack" the basic course described above. A glance at the diagram on page 3 will suggest several ways to do this. A few possibilities are suggested below:

a. Show the media show, utilize the introductory packets, by-pass the simulation, and go directly to selected experience packets. You could elect to pursue one problem area and then perhaps to go back to others when they seem appropriate to the history or social science course into which you are plugging the material, or you could select one or two experience packets from each of the four problem areas.

b. Show the media show, use the introductory packets, go to the simulation, de-brief, draw analogies and by-pass the experience packets.

c. Utilize the introductory and experience packets within the context of a regular course and by-pass both media show and simulation.

IV. SUMMARY:

We have tried to briefly outline the objectives, structural characteristics, and some suggestive ways of utilizing the material included in this packet. There is an infinite variety of ways to "stack" and "unstack" this material, many of which have undoubtedly not yet occurred to us. We sincerely welcome any suggestions for improving the material or utilizing it in new and creative ways. Use it to develop your own course. Good luck and let us hear from you!

DISCUSSION QUESTIONS FOR MEDIA SHOW

"RED ALERT ON SPACESHIP EARTH."

1. Jot down at least five words that describe your reaction to the slide show. Discuss them. Why are so many reactions different?

2. What main ideas or "themes" do you think the people who put the show together were trying to develop? How well do you think they did in presenting these themes? What could they have done differently?

3. What do you think was the over-all "message" in the media show? Do you agree with this "message"? Why or why not?

4. What did you like least about the media show? Why?

5. What did you like most about the media show? Why?

CONFLICT RESOLUTION

INTRODUCTORY PACKET #1

ISSUE: By What Means Can
Conflict Be Resolved?

CONFLICT RESOLUTION
INTRODUCTORY PACKET #1

ISSUE: By What Means Can Conflict Be Resolved?

In order to better understand conflict we must analyze its causes. Once the causes are thoroughly studied, people can move toward conflict resolution. The purposes of this packet are: to identify the causes of conflict, and to identify some methods of conflict resolution.

OBJECTIVES:

When finished with this packet, the students will be able to:

1. List some of the causes of conflict;
2. Recognize and identify these causes on an intra-personal, inter-personal, societal and global relationship;
3. Recognize and identify some of the methods of the resolution of conflict in the four areas listed under #2 above;
4. List areas where the methods of conflict resolution have been or can be used.

ACTIVITIES:

1. Discuss the causes of conflict on intra-personal, inter-personal, societal and global relationships, as students can provide them from their own knowledge.
2. Discuss the ways of conflict resolution in the four areas listed under #1.
3. Show the two transparencies--one on causes and one on resolution.
4. Have selected students research in dictionaries the "new" terms provided by the transparencies, and report back to the class, with examples.
5. Have students complete the "Hide and Seek Puzzle."
6. Have students complete the "Worksheet."
7. Further discuss puzzle and worksheet, with teacher providing "missing" answers.
8. Have students create posters listing "causes" and "resolution" of conflict, with examples.

PROCEDURE:

1. Students will receive Hide And Seek puzzle and encircle words that apply to this packet. See how many can be located.
2. After students have had an opportunity to work on Hide and Seek puzzle, they should be given the Worksheets with the questions on them. The answers to these questions are found in the Hide and Seek puzzle.
3. The final step is to issue to each student the answer sheet. This sheet should aid students in completing the questions, and encircling the words in the puzzle.

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P A R I S A B V I O L E N C E C E D E F N G H W
R I N A D E R J K W L M N O O P C Q R O S T S A
E U A V W M E D I A T I O N X Y O Z T A B T C T
J C T D E F G K O R E A H C O U N S E L I C V E
U S O C I A L J U S T I C E J K O L M U N I E R
D M E D I A T I O N N O P S Q B M R O S T L T G
I U V R E G N I S S I K W S X Y I C S Z A F O A
C B C D V A L U E C L A R I F I C A T I O N E T
E F G C H I K E N N E D Y O J K W R I L M O N E
T P R O B L E M S O L V I N G P E E P E A C E Q
N G E M R S T P I V E V C I V I L W U X Y M N H
E U L P O V E R T Y A N Z A B C F D L E F G O G
M E I R H A I O I J G A L A S K A K A L M N I I
N R G O I L O C V P U A R B I T R A T I O N S R
O N I M V U W E Y X E C Y Z A B E C I D E F I F
R I O I B E A S T C D P E F E C O L O G Y G V O
I C N S H I J S Y K L M U N O P A I N R A T E L
V A L E G I S L A T I O N H E N E R G Y I A L L
N E D U C A T I O N N O N V I O L E N C E S E I
E Z R E S O L U T I O N A I D E M S S A M T T B
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CONFLICT RESOLUTION STUDENT WORKSHEET
For Supplemental Packet #1

Name ______________________________

1. An opinion formed without taking time and care to judge fairly is called __________.
2. All of the surroundings, conditions and influences that affect the development of a living thing is called __________.
3. The name of the Spanish town that Picasso painted was __________.
4. The abbreviation for North Atlantic Treaty Organization is __________.
5. __________ is the ability to settle a dispute by agreeing that both sides will give up a part of what is demanded.
6. To regard highly is to __________.
7. Demonstrating a concern for others is referred to as __________.
8. __________ is a fight carried on by armed forces between nations or parts of a nation.
9. The abbreviated name of a group which has been a part of the civil rights movement is __________.
10. The world wide organization devoted to world peace is __________.
11. When granting or yielding a point, __________ is the method.
12. A portion of this course deals with the production, distribution, and consumption of wealth and its relationship to people. This portion is called __________.
13. When you have a condition for agreement, it is referred to as __________.
14. A direct opposition is called a __________.
15. __________ is the unlawful use of force.
16. An act that brings about an agreement between two sides is called __________.
17. Seeking ideas or advice from a wise person is known as __________.
18. A section of this course deals with the creation of laws and their fair intrepretations. This section is called __________.
19. Attempting to determine what is important to you is called __________.
20. A systematic method of resolving conflict is termed __________.
21. __________ is the absence of war.
22. To lack what is needed is called the condition of __________.
23. Settlement of a dispute by someone chosen to be a judge is called __________.
24. __________ is the relationship between man and his environment.
25. Passing of laws to resolve conflict is the act of __________.
26. A method that was used by Dr. Martin Luther King and Gandhi to bring about change was __________.

27. The small village on Notsob that you lived in was called __________.
28. The act or result of solving is __________.
29. Television, movies, books, and radio are all a part of __________.
30. Some disputes need legal intrepretation, therefore they end up in __________.
31. The name of the island in which you lived was __________.
32. Through the process of __________, of which you are now ingaged, many problems can be solved or even avoided.
33. The current conflict in Washington is referred to as __________.
34. The __________ crisis has led to all people being concerned about the wise use of natural resources.
35. The "peace ambassador" for the United States is Henry __________.
36. The Pennsylvania Department of Education created a student's __________ to guarantee due process.
37. One example of mass media, __________ has been critized for the amount of violence it portrays.
38. Ralph __________ has led the fight for consumer protection.
39. __________ rights groups have used the philosophy of Gandhi in non-violent protests.
40. The conflict in the __________ caused the supply of oil in the United States to be limited.
41. The oil pipeline from __________ will aid in the solution of the energy crisis.
42. Many people fall back upon __________ for moral support in times of crisis.
43. The city which housed the peace talks that ended the Viet Nam War was __________.
44. President __________ told the American people not to fear negotiations.
45. The __________ of Nations was the first attempt to gather nations of the world together for the purpose of world peace.
46. This Asian nation __________, had United Nations forces there in actual combat conditions.
47. Due __________ is the correct legal procedure with proper consideration for the person's rights.
48. The President has used his __________ power during his term in office.
49. __________ is a program that helps needy children all over the world.
50. One solution to the gasoline shortage that was used in World War II is __________ by use of stamps, etc.

To The Teacher:

These words are the "answers" to the completion worksheet. It is obvious that students will be unable to complete all items, but careful use of the worksheet may stimulate interest in the NOTSOB Simulation Game and other planned parts of the course.

PARIS
VIOLENCE
NADER
MEDIATION
KOREA
COUNSEL
SOCIAL JUSTICE
KISSNGER
VALUE CLARIFICATION
KENNEDY
PROBLEM SOLVING
PEACE
CIVIL
POVERTY
ALASKA
OIL
ARBITRATION
ECOLOGY
LEGISLATION
ENERGY
EDUCATION
NON-VIOLENCE
RESOLUTION
PREJUDICE
ENVIRONMENT

GUERNICA
RELIGION
COMPROMISE
NATO
VALUE
WARS
LEAGUE
CONCESSION
WELFARE
STIPULATION
CONFLICT
TELEVISION
BILL OF RIGHTS
WATERGATE
SENSITIVITY
NAACP
UN
ECONOMICS
PROCESS
VETO
TARNIA
MASS MEDIA
COURTS
NOTSOB
RATIONING

CONFLICT RESOLUTION

INTRODUCTORY PACKET #2

ISSUE: Can We Learn To Express Our Views Clearly And Effectively?

CONFLICT RESOLUTION
INTRODUCTORY PACKET #2

ISSUE: Can We Learn To Express Our Views Clearly And Effectively?

One of the most popular ways of resolving conflict is through group discussions. Many individuals believe that two people can do something better than one. But this can be untrue, unless individuals have the skills necessary to function in groups. Taking A Stand offers to students a unique opportunity to gain skills that are not only essential in class, but also in everyday life. (See Bibliography)

OBJECTIVES:

When finished with this packet, students will be able to:

1. Recognize and identify those skills necessary to be a productive member of a group discussion;
2. Evaluate discussions in terms of those skills necessary for a productive discussion;
3. Create discussions that demonstrate certain limited skills needed for a productive discussion; and,
4. Participate in discussions demonstrating those skills needed for a productive discussion.

ACTIVITIES:

1. Prepare an outline of Taking A Stand with emphasis on Part 1, Part 3, Part 5, Part 6, and Part 7.
2. At the conclusion of Part 1 (pp. 4-7) have students create discussions that demonstrate the purposes of discussions.
3. At the conclusion of Part 3 (pp. 18-28) have students create discussions that demonstrate discussion with direction.
4. At the conclusion of Part 5 (pp. 40-47) have students evaluate a discussion using forms found on pages 44, 45, and 46.
5. At the conclusion of Part 6, have students discuss the reading "John Brown's Raid" (pp. 48-63). Tape this student discussion, and have students evaluate it using forms found on pages 44, 45, and 46.
6. When the booklet is complete, review all prior discussions and have students create posters demonstrating those skills necessary for a productive discussion.

BIBLIOGRAPHY:

Donald M. Oliver and Fred N. Newmann: Taking A Stand, Columbus, Ohio 43216, American Educational Publications, 1970. (Each student should have a copy.)

CONCLUDING STATEMENT:

The next recommended step in this course "Conflict Resolution" is the simulation game "Notsob". For the student to function effectively in this simulation, the skills of a productive discussion are essential. It is suggested that students be reminded of the two-level thinking required in a productive discussion: (a) take a stand and defend it, and (b) evaluate the discussion process as it is progressing. It is further recommended that during the simulation students have an opportunity to evaluate the discussion process as related to those skills discussed in the booklet, Taking A Stand.

TEACHER'S MANUAL

"NOTSOB"

A Simulation Game Designed To Introduce Problems Of
Conflict Control (War and Peace), Ecological Balance (Environment),
Economic Welfare and Social Justice

TEACHER'S MANUAL

NOTSOB is a simulation game designed to introduce students to problems of war and peace, environment, economic welfare, and social justice. This is initially accomplished by placing students in positions where they actually deal with these four areas within a game format. Once the problems have been introduced through game play they are then generalized to global problems through the technique of analogy. The NOTSOB exercise is intended to be only a catalyst for future discussion, reading and research into serious global problems. It is most important to keep in mind that the greatest value to be found in simulation games is not in the game itself, but in the discussion that follows game play. Please read through the Teacher's Manual before administering the game.

I. LIST OF MATERIALS:

The following list of materials are included in the NOTSOB Simulation Packet:

A. One transparency overlay describing the physical features of NOTSOB.

B. A seven minute audio-visualized history of the island and a printed script of same.

C. A sound-cassette entitled "Tarnia: Background Briefs" and a printed script of same.

D. One copy of the "NOTSOB Outline Map," which should be reproduced so that each student has one.

E. One copy of each of the three versions of the "Tarnian Times Press Release." These press releases are reproduced on cassettes as well as in print form.

F. One copy of the handout "Individual Choice Form." This form should be reproduced for student use.

G. One copy of the handout "Game Summary Sheet." This may be used as a debriefing form and should be reproduced for student use.

H. Reaction Decks (for teacher use only). It is suggested that teachers cut each reaction out and paste it onto 4 x 6 cards for easier handling.

II. DIRECTIONS FOR ADMINISTERING GAME:

A. Orienting students.

Students should be informed that they are going to be transported to the island of NOTSOB where they will first be given a brief overview of both the physical characteristics and the recent history of the island. Their task will be to sit in the Assembly of Tarnia and deal with some crucial problems which have just recently arisen and now threaten to upset the peace and welfare of the island.

B. Procedural sequence.

Before starting the simulation game, students should view and discuss "Red Alert on Spaceship Earth," and discuss the conflict transparency and complete Introductory Packets #1 and #2.

1. Show students the NOTSOB Transparency. There are three overlays in this transparency. As you flip each one onto the screen, ask the students to describe what it tells them about the island. After the last overlay has been shown, ask if they have any questions at this point. If a student raises a question, try to utilize members of the class by asking if anyone has the answer to the question.

2. Next, show the audio-slide sequence. This lasts approximately seven minutes. Follow the same procedure for handling questions as outlined above. When all questions have been answered, ask students to describe the island to the best of their abilities.

3. Briefly explain the game procedures to the students.

    a. The first step in preparing for the simulation will be to listen carefully to the cassette "Tarnia: Background Briefs". You might want to take notes while listening or fill out a listening guide*

    b. Once we have listened to the background briefs, each of you will be furnished with a copy of "The Tarnian Times Press Release."** Once you have read or listened to the press release, you will be asked to decide what

*The teacher might devise and run off a guide to help students take notes while listening to the tape.

**There are three separate press releases. Use only one at a time. You may elect to play a cassette relating to the crisis chosen rather than use the hand-out, or you may use both together.

course of action you, as a member of your people's assembly, feel is best to follow in this crisis. An individual choice form will be provided to help you come to a tentative conclusion on the issues in question.

c. Having filled out the individual choice form, you will next meet with a small group of fellow assemblymen to discuss your tentative decisions and the reasoning behind these decisions.

d. The assembly will be called into session at the conclusion of these small group conferences. The purpose of the meeting is to debate what action should be taken in the crisis situation you face.

e. After the debate has continued for a while, but before a vote is taken, a short recess will be called. At this point you will have an opportunity to talk and perhaps strike some bargains with other assemblymen.

f. At the end of the recess you will once again meet in the assembly. After a period of additional debate, you will vote on the resolutions before the assembly.

g. Once a vote is taken and the government is authorized to act, you will receive a report of what happened as a result of your government's actions.

h. At this point, you may either stop the simulation game and discuss both the possible consequences of these decisions and the range of other actions you might have taken, or you may reconvene the assembly and decide what further actions to take as a result of the reactions to your government's original actions.

4. Inform students that further instructions will be given as each new phase of the simulation game begins and that any questions they might have will be answered as the simulation proceeds.

III. SEQUENCE OF PLAY:

A. Play cassette "Tarnia: Background Briefs."

B. Pass out or play "The Tarnian Times Press Release" which you have selected for this sequence of play, along with the Individual Choice Form.

C. When the students have finished the reading and filled out the Individual Choice Form, proceed as follows:

PHASE I: Small Group Meetings

Announce to students that the Tarnian Assembly is scheduled to meet very soon in special session. "Now that you have filled out the Individual Choice Forms, you will be given an opportunity to meet with a group of fellow Assemblymen for the purpose of discussing your choices and the reasons behind them. After this meeting you may have a few minutes to make any changes in your Individual Choice Form that you feel necessary before proceeding to the Assembly meeting."

Break students down into approximately six small discussion groups. Let the students discuss the contents of their Individual Choice Forms for approximately 5 - 10 minutes. The small group discussions should focus on WHAT decisions members of the group favor and WHY they favor these positions.

Tell the participants that they DO NOT have to agree, but that it is important that they take into account and carefully consider all positions different from the one they made on their Individual Choice Forms. If you wish, you may choose the alternative of asking each group to attempt to reach a consensus on a position, especially if they are to represent political parties. If you utilize the political party alternative, simply give each small group a political party name.

Many teachers find it instructive to tape record parts of these sessions and to then utilize the tape in conjunction with Introductory Learning Packet #2 in order to improve student discussion skills.

PHASE II: Assembly Meetings

When the small group sessions are ended, announce that the Assembly will now meet. Have the students arrange their chairs in a large semi-circle or square. The teacher's desk may serve as the Assembly moderator's desk. Either the teacher or a student should serve as moderator of the Assembly. A secretary should also be appointed to keep track of the debate. In addition, it is strongly suggested that a tape recording be made of the debate for later reference during the de-briefing period following game play.

The moderator should first establish the rules of debate. The rules should probably be summarized on the board. By taking a few minutes to explain these relatively simple rules before the debate begins, a lot of time and confusion will be avoided later on.

1. Each resolution before the Assembly will be discussed in turn.
2. Anyone wishing to speak in the Assembly must be recognized by the moderator. He must stand to address the Assembly.
3. Each speaker is limited to three minutes each time he speaks.
4. All remarks must pertain to the resolution under consideration.
5. No new resolution will be discussed until the original resolution is either accepted or defeated.
6. A majority of 50% + 1 is needed to pass a resolution.

Once the rules are established, the moderator reads the proposal(s) under consideration.* He should begin as follows:

> "The following proposal(s) has (have) been introduced into the Assembly. (Read the Proposal(s).) We will now proceed with debate, beginning with resolution..... ."

PHASE III: Assembly Recess

After the debate has continued for approximately 15 minutes, the moderator should ask if anyone would like to make a motion for recess in order to have some opportunity to discuss matters privately with other Assembly members. If someone so moves and the motion is seconded, the moderator immediately adjourns the Assembly for five minutes.

Participants should then be allowed to move freely around the room to discuss matters with each other for five minutes. At the end of this period, announce that the Assembly is to re-convene in two minutes and that all Assemblymen are to return to their places immediately.

*Three resolutions are included in the Tarnian Press Release. The teacher is free to utilize all three, or only one or two. It is also possible to substitute your own resolutions and make up appropriate reaction cards to match them. It is suggested that you debate the resolutions in the order in which they are listed.

PHASE IV: Resumption of Assembly Meetings

The moderator calls the Assembly to order and announces that the discussion will resume at the point it ended when the recess was called. After a period of ten to fifteen minutes, the moderator should announce that all remaining resolutions must be brought to vote. It should be established that a simple majority is necessary to pass a resolution. The vote is taken and recorded on the Board by the secretary.

PHASE V: Report of Reactions to Government Action

When the Assembly has acted by accepting a resolution, the teacher should announce that the Government will carry out the Assembly resolution. Have students return to their original small groups after telling them that the results of the Government's acts will be announced as soon as news of these actions are received.

While students are returning to their small groups, select a suitable card from the reaction deck. The cards should be color coded on 4 x 6 cards as follows:

Green.....cards suited to Resolution #1
White.....cards suited to Resolution #2
Pink.....cards suited to Resolution #3

PHASE VI: Reaction to the New Situation

This phase contains two options. One is to play another sequence before discussing the likely outcome of the crisis. The other is to stop the game and go immediately to a discussion of the possible consequences of the crisis. If you choose another sequence of play, you will include both Option #1 and #2 in your plans. Otherwise, ignore Option #1 and go directly to Option #2.

OPTION #1

After reporting the reaction response to Tarnia's action, announce that the Assembly has been called into special session to consider the new situation just reported. Before the Assembly meets, there is time to confer with some of your fellow Assemblymen to help you and then to clarify positions on actions that now should be taken in light of the report just received.

Repeat the game sequence, beginning with Phase I. It is not necessary to have students fill out another Individual Choice Form.

The students should spend their time deciding what NOW should be done. They should attempt to formulate resolutions for Assembly action. Announce that the Assembly will attempt to deal with as many resolutions as possible during debate. If a group wants to sponsor a resolution, it should be written on the chalk board BEFORE the Assembly is called into formal session.

After repeating the sequence through Phase IV, stop the game and turn to Option #2, which is described below.

OPTION #2

Announce that the simulation exercise is ended. Review the Assembly action just taken and discuss the following questions:

1. What is likely to be the final outcome of the crisis?
2. Why did you make the decisions which you made?
3. Are you satisfied with the WAY in which you made these decisions? (Refer back to Conflict Transparencies and Introductory Learning Packet #1, as well as to the discussion skills discussed in Introductory Learning Packet #2. Portions of previously taped student discussions can be effectively utilized here.)
4. What other courses of action might the Assembly have taken?
5. What would be the likely outcome of each?

After discussing these five questions, proceed as follows:

Pass the simulation debriefing form out and inform students that they are to take a few minutes to fill them in without consultation with other students. Once this is done, the debriefing session can start.

One of the best ways to conduct this phase of the exercise is through the group exchange method. Proceed as follows:

1. Randomly assign students to four groups and give each group a number, one through four. Ask them to discuss the questions on the debriefing form. They should attempt to reach some consensus on their conclusions.

2. One person in each group should be appointed recorder and told that he should be responsible for adequately summarizing the feeling of the group and later explain this feeling to a different group.

3. At the end of a suitable period of time, announce that the recorder from groups 1 and 2, and from groups 3 and 4 are to be exchanged. These recorders are to explain their groups' positions on the de-briefing questions to the group to which they are sent. The participants in the group are to listen carefully to the recorder, and may ask questions for clarification. When the recorder has adequately explained his group's position, the participants should then react to the position. At the end of a suitable period of time (five to ten minutes is usually sufficient), the recorders are asked to return to their original group and report on the reactions to their positions. Inform each group that they may change their position in light of these reactions. Allow about five minutes for additional discussion.

4. Have the recorder from each group stand and report his group's final position briefly. Allow time for student reaction at the end of each recorder's statement.

5. The teacher may then elect to continue the class discussion or bring the exercise to a close. Several possible activities and questions are included in this manual. They are meant to be suggestive only and the teacher must, obviously, be selective in their use, as there are enough questions to keep a class busy for a year. It is, however, strongly suggested that one concentrates not merely on game content, but also upon the WAY in which the game progressed and the quality of student interaction. The quality of interaction should be evaluated through reference to Introductory Learning Packets #1 and #2. Special efforts should be made to help students to identify the types of conflict which arise in the game, how these conflicts were dealt with and other methods of conflict resolution that might have been utilized.

Some Optional Post-Game Activities

A. Play the "What If" game. One way to get students to think through the implications and complexities of their positions is to introduce important variables not included in the game. This can easily be done by raising a series of "What if. . . " questions. For example, if the proposal under consideration passed, you might raise a question "What if the other people on NOTSOB pledged to come to the aid of Isoland? Should you actually send troops to prevent the nationalization of the Tarno mines? ", or, "What if Vespa occupied part of Nololand in reaction to your move into Isoland?" If the proposal under consideration failed to pass, you might raise the question "What if the public fear of unemployment and economic consequences led to rebellion in Tarnia?" There are many important kinds of "What if..." questions that you and your students can raise during and at the conclusion of the exercise.

B. In conjunction with the "What if..." game, students should be asked how the potential conflicts raised might be resolved.

C. Students could do research into selected problems raised during the exercise and write library or position papers and report their findings to the class.

D. Get the students to design a "better" NOTSOB, one upon which they would prefer to live. They should also be encouraged to produce a detailed description of how this preferred NOTSOB could be brought about. In other words, "What are the characteristics of the economic, political, and social systems of NOTSOB now?" "Where would they like NOTSOB to be at the end of a certain number of years?" "What steps would be necessary to get NOTSOB from where it is to where they want it to be, and how can these changes be brought about?" The exercise should include a discussion of the problems that are likely to arise in trying to get from where they are, to where they want to be, and how they can be resolved.

E. Systematically raise questions that get students to reflect upon their own behavioral predispositions and values, as well as the question of real world processes. Several selected questions useful for these purposes appear on the Debriefing Form, found on page 53.

CASSETTE/MEDIA SCRIPT

"NOTSOB"

ISLAND HISTORY

The island of NOTSOB possesses features that offer its five lands a variety of livelihoods. Its geographical qualities range from an arid interior to mountains containing valuable hardwood forests; from a barren desert to rich farmland; from bedrock to rich mineral deposits; and from treacherous reefs to sheltered bays.

The five lands of NOTSOB exist in somewhat uneasy relationships to each other. All but Ashanta were settled within the last fifty years by diverse groups of people, who traveled across the ocean from different directions in order to escape the great nuclear war's destructive results. During the period of colonization, the native Ashantians were reduced to their present population of around 300 and forced into the arid interior of the island, where they eke out a bare survival existence. A great deal of resentment toward the "invaders" still exists among the people of Ashanti.

In recent years, it has become evident to many of those who live on NOTSOB that the island is beginning to reach its carrying capacity. Population, especially in Vespu, is placing a great deal of pressure on food resources that eventually could create ecological disaster for the people of NOTSOB. Many of the natural resources on the island are being used up at an alarming rate. The combination of rising population and the misuse of natural resources has led to a few people in each of the villages developing a growing concern over the future of the island.

Vespu, which is located on the Southeast peninsula, along the Southern shore of Fish Bay has the largest number of people--somewhat over 1,000. The principle industry is fishing and the people are poor, with prospects for a steadily declining standard of living as population continues to increase. There is some farming on Vespu, but the amount of tillable soil available is simply not enough to support the growing needs of the people. Vespu must rely upon other lands, especially Vosti and Tarnia, for the importation of food to feed its rapidly growing population.

Just across from Fish Bay, North of Vespu, lies Vosti, a land of 800 people. Fishing and farming comprise the bulk of Vosti's economic activities. Vosti claims the right to share fishing privileges in Fish Bay with Vespu and is also fortunate in having fertile lands located along the entire length of the North River. These lands are adequate enough to supply Vosti with enough food to support its population at a reasonably high standard of nutrition and export a small surplus to other lands.

Near the central part of NOTSOB is Lake Tarnia, the only large body of fresh water on the island. The land of Tarnia contains an energetic and wealthy people. Tarnia, with a population of 600, lays claim to all of Lake Tarnia and the headwaters of the rivers that flow from it. Included in the territory of Tarnia are portions of the precious hardwood forests of the Po highlands. Hardwood is necessary as a fuel for making the iron implements and tools without which all people on NOTSOB would suffer. Tarnia has a monopoly of iron production on the island. It not only runs the existing iron mills on the island, but also controls the mining industry. The iron ore mines in operation are located in Isoland, but are owned and operated by the Tarno Company. This company is made up of citizens of Tarnia. Tarnia imports the largest portion of the hardwood used in its industry from Isoland, and therefore, finds itself very dependent on Isoland for a steady supply of this resource. Tarnia lays claim to an abundance of some of the richest soil on NOTSOB, much of which is unused due to lack of manpower to farm it and the lack of any real need to do so at this time. Tarnia has the highest standard of living of all the lands on NOTSOB and the lowest population density of all lands except for arid Ashanti.

Ashanti is a land of 300 herdsmen. The people, the original inhabitants of NOTSOB, live in the least productive part of the island. They are forced to depend upon somewhat scarce springs for their water supply, although they often use the water of the North River to meet their needs, despite the fact that access to these rivers is disputed by both Vosti and Tarnia who lay claim to the river banks along the territory of the Ashanti. In the past, the Ashanti have been forcefully driven from the area by the other two peoples.

On the Northwest shore of NOTSOB, surrounded by the rugged Alti mountain is Iso, a small land of 275 people. Its location at the end of a small bay offers enough good fishing to supply its citizen's needs, but they are somewhat short of good farmland and are beginning to think more and more about importing fairly large quantitites of food from other lands. The people of Isoland are blessed with the only operating iron mines on the island. This, however, is a mixed blessing since the mines are really owned and operated by Tarnians. The Tarnians reap most of the profit from the mines. Isoland also contains a very good supply of hardwood, which they sell to Tarnia for use in the iron industry. The Tarnian people are mainly small craftsmen, farmers, foresters, and miners employed by the Tarno Company.

South of Tarnia lies Nololand, rich in hardwood and iron ore. This area is deliberately unpopulated as a result of a treaty signed by all the lands of NOTSOB out of concern that at least one portion of the island must remain in a protected natur area and in order to prevent conflict over which of the five lards should control it. The treaty has been in effect for almost thirty years.

As can be seen from our brief overview of the lands and peoples of NOTSOB, our island has both great natural beauty and some areas of ugliness. A diverse group of people live on NOTSOB who have, so far, succeeded in living side by side in relative peace. This island is, however, faced with some potentially disturbing problems, not the least of which is an indication that increasing population pressure, natural resource depletion, and food sources, as well as water supplies, point toward the possibility that NOTSOB is reaching its carrying capacity.

As we have seen, Vespu is the most crowded of our lands, and, next to Ashanti, the poorest. Vespu must rely on Tarnia and Vosti for food.

Vosti, located across Fish Bay from Vespu, is self sufficient, and, next to Tarnia, the wealthiest of our lands.

Tarnia, the wealthiest and third most populated land, controls most of the fresh water supplies on NOTSOB. It is also the least crowded of the lands. Tarnia is, however, dependent upon Isoland for its supply of raw materials needed for the iron manufacturing that makes Tarnia rich.

Isoland is the smallest of the lands of NOTSOB and the least populated. Its major product is fish, hardwood and iron ore. Many of its people work in the iron mine located in Isoland, but owned by Tarnian citizens.

Ashanti, ~~next~~ to Isoland the least populated of our lands, is poverty stricken and arid. Its people eke out a living as herdsmen. Water is always a problem for the people of Ashanti and food is always in short supply.

Finally, we have Nololand, wild and unsettled, but potentially fertile and rich in natural resources. Nololand, as stated earlier, is deliberately vacant, due to a treaty forbidding any lands to settle this area.

As we view NOTSOB, we see both promise and potential problems. The people seem basically optimistic that emerging problems can be solved in such a way as to make life at least bearable for all its inhabitants. This will not be an easy task to achieve, but definitely one well worth striving for.

Certain questions come to mind when one reflects upon the future of NOTSOB. For instance:

1. What potential problems do the lands and people of NOTSOB face?

2. What do you think will have to be or should be done in the future to solve these problems?

3. Do you think any of these potential problems or any of your suggested solutions could create conflict on NOTSOB?

4. If so, what might these conflicts involve?

It might be a good idea to discuss these questions and any others you might want to raise before you, yourself, are transported to the island of NOTSOB.

CASSETTE SCRIPT OF

TARNIA

Background Briefs

Tarnia is a prosperous land with a democratically elected government. The prosperity of our people depends largely upon control of Lake Tarnia and its headwaters, the only reliable source of fresh water on NOTSOB.

The average standard of living enjoyed by Tarnians is the highest on NOTSOB and, although the land is expected to reach maximum population density within the next twenty years, foreign labor--largely from Vespu and Ashanti--is imported to help operate the major industry on the island. The iron works provides the only source of finished metal products on NOTSOB and is the key to the high standard of living of our people. These products are exported to all other lands on NOTSOB.

Tarnia is highly dependent on the iron ore deposits located in the land of Iso. These iron ore deposits are mined by the Tarno Company under a charter issued by the government of Iso. The Tarno Company is owned by citizens of Tarnia. There has been some concern about the future of the Tarno operation recently, since experts have predicted that at the present high rate of mining, the ore in Iso will become exhausted within the next twenty-five to forty years.

The concern over the future of the mining industry of Tarnia extends to the rapid depletion of the hardwood forests located in Iso and in the northern section of Tarnia. The hardwood is a source of lumber, but more importantly, is absolutely necessary for making the charcoal needed to produce finished iron products. Experts predict that, due to unwise lumbering practices in the past, the hardwood trees available at this time to Tarnia will be used up within fifteen years unless the rising rate of production is cut back or new sources are found. A possible solution to the problem might be to exploit the untouched hardwood forest in Nololand. Doing so might present some problems, however, as this region is neutral land. A treaty signed by all of the lands of NOTSOB binds each of the lands to refrain from settling or exploiting Nololand in any way without the permission of at least three of the five lands.

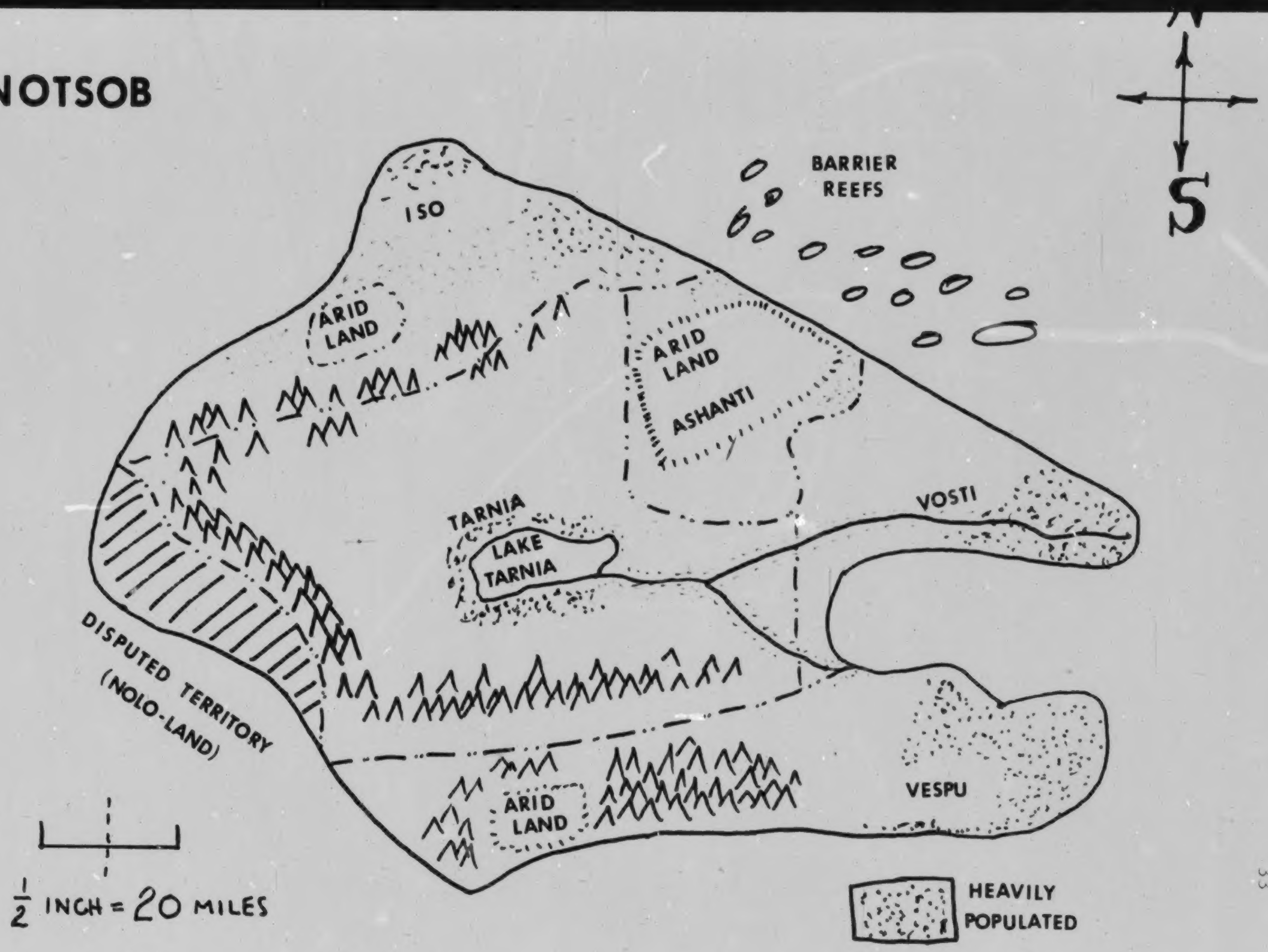
Due to the fact that so many Tarnians are employed in industry, some good farmland remains unused in Tarnia and we import foodstuffs from Vosti and milk and meat from Ashanti, as well as fish from Vespu. The other important import is the hardwood from Iso mentioned earlier and the iron ore mined by the Tarno Company. Our trade with other lands is very favorable to us, since we make more money trading our finished products than we pay for the goods we import.

Although the Tarnian people seem to be quite content with their democratically elected government and their constantly rising standard of living, the internal policies of our government have come under increasingly vocal attack by both domestic and foreign critics. It is claimed by some that the treatment of minority group workers in Tarnia is shameful. These critics point out that the foreign workers are paid less than one-half what native workers are paid for doing the same type of work, and that the foreigners are segregated from the rest of the population, forced to live in slum conditions, and generally discriminated against by the government. The government's position is that both Ashantians and Vespuians working in Tarnia enjoy a standard of living far superior to what they would have if they remained in their respective lands, that these people don't want to help themselves, and that they are free to leave Tarnia at any time if they don't like working and living in our land.

Recently, there has also been a great deal of criticism of our manufacturing activities by both foreign critics and a few of our own citizens. For instance, the Iso government has become very critical of the Tarno iron ore concession in Iso and what they term "the reckless depletion of our iron ore and hardwood resources for the purpose of making Tarnians rich and keeping the people of Iso poor." In addition, both Vespu and Vosti have expressed concern and even official anger over the pollution of the North and South Rivers as a result of the discharge of waste materials into the Tarno River by the pulp, lumber and iron works located on the banks of the Tarno. Vespu has also given voice to thinly guarded threats to forcefully prevent our harvesting of the hardwood of Nololand should we make any attempt to do so. Many believe that this threat is really a play to get Tarnia to agree to let crowded Vespu have the major part of Nololand for settlement in return for their consent to Tarnia's seizure of the hardwood forests.

These recent criticisms of Tarnian policies have created enough concern to call the Tarnian Assembly into session to discuss a range of problems facing the government domestically and in its affairs with other lands on NOTSOB. It is rumored that our government has just received news that threatens to plunge us into a terrible crisis.

NOTSOB


N
S
BARRIER REEFS
ISO
ARID LAND
ARID LAND
ASHANTI
TARNIA
LAKE TARNIA
VOSTI
DISPUTED TERRITORY
(NOLO-LAND)
ARID LAND
VESPU
1/2 INCH = 20 MILES
HEAVILY POPULATED

Version A

CASSETTE SCRIPT OF

THE TARNIAN TIMES PRESS RELEASE

The President of the Assembly has just been notified officially that Isoland, from which our land receives all of the ore and much of the hardwood necessary for the operation of our iron manufacturing industry, has reached a decision to nationalize the Tarno mines. These mines are owned and operated by a group of Tarnian businessmen.

The government of Isoland has assured our government that the Tarno Company will be paid a fair price for all their property in Isoland. This is understood to be one-half the current value of the mines.

The alleged reasons given by Isoland for the decision to nationalize the mines are as follows:

1. For years, Tarnia has benefitted at the expense of the people of Isoland. The profit from the mines has been taken out of Isoland and spent elsewhere. Nationalization is necessary to create a better standard of living in Isoland.

2. The Tarno Company has ruthlessly destroyed the environment around the mines in order to get at the ore and has refused to take responsibility for repairing the resulting damage.

3. There is some evidence that a continuation of the present level of mining will soon exhaust the remaining supplies of iron ore in Isoland. It has been determined that the amount of ore taken from the deposits each year can be cut by two-thirds and still increase the profit on ore presently enjoyed by Isoland. This is so because when Isoland takes over the mines they will enjoy the full profit from the sale of iron ore where before at least 75% of the profit went to Tarnian businessmen.

4. Finally, Isoland has become very concerned at the way in which Tarnia is exploiting the environment of NOTSOB. The soot and gases from the iron plants in Tarnia are blowing into Isoland, causing a potential health hazard and, while Isoland is not directly affected, it is understood that the waste materials discharged into the Tarno River are polluting the Tarno, North and South Rivers so badly that both Vespu and Vosti are endangered. It seems in the best interests of all concerned that Tarnia cut back on the amount of iron it produces each year in order to lower the pollution levels on NOTSOB.

In a related action, the Isoland Assembly has also voted to restrict the quantity of hardwood exported to Tarnia each year. It has been determined that at the present rate of production, the hardwood forests of Isoland will be used up within the next twenty-five years. By cutting the amount of hardwood exported by one-half, Isoland claims that it will be able to maintain this natural resource through a careful planting program. The newly announced policy is to plant a new tree for every grown tree harvested. By cutting the number of grown trees cut by one-half, it is hoped that the forests will have a chance to maintain themselves at roughly their present sizes.

In response to the Isoland action, the President of Tarnia has stated that to allow such banditry would result in the destruction of the iron industry in Tarno and would throw our people into a depression. He further stated that the long range effects of losing control over this vital resource would be a disaster for the people of Tarnia.

It has just been learned that three separate resolutions relating to Iso's actions have been introduced into the Assembly. The bills, scheduled for debate later today, are reproduced below:

RESOLUTION #1:

> The Assembly of Tarnia deplores the actions of Iso in nationalizing mines belonging to Tarnia and Iso's decision to restrict hardwood exports. The Tarnian President is directed to demand full compensation for the mines and a guarantee that the supply of iron ore and hardwood exported from Iso to Tarnia not be reduced after the nationalization takes effect.

RESOLUTION #2:

> The Assembly of Tarnia directs the President of the Assembly to issue a warning to Iso that serious consequences will result if the Tarno mines are nationalized. They must be returned to their rightful owners and a promise made not to restrict the export of hardwood to Tarnia.

RESOLUTION #3:

> The Assembly of Tarnia directs the President of the Assembly to employ the Tarnian militia in a military action designed to protect the Tarno mines from being nationalized. The troops are to be used for the limited purpose of guarding the mines, but are authorized to use any force necessary to prevent their take-over by the Government of Isoland.

REACTION DECK

Reproduce on colored cards for teacher's use.

A-1. The Assembly of Isoland refuses to be dictated to by Tarnia and has called upon Vespu, Vosti and Ashanti to support her against the selfish demands of Tarnia. Isoland calls for a meeting of all the people's of NOTSOB for the purpose of dealing forthrightly with this uncalled for aggressive threat by Tarnia and to find ways to better distribute wealth and protect the environment of all peoples on NOTSOB.

A-1. The Assembly of Isoland has agreed to triple the compensation payments for the Tarno mines. The Assembly must, however, respectfully refuse to surrender its right to determine the amount of hardwood or iron ore that will be exported to Tarnia. Isoland will not guarantee that the export to Tarnia of these two items will not be reduced.

A-1. The Assembly of Isoland has respectfully refused to consider the Tarnian demand. The rate of compensation will not be raised, nor can Isoland guarantee that the supply of iron ore and hardwood will not be reduced. Nationalization will proceed as planned. The Assembly of Isoland expresses regret that such a course of action must be pursued, but must insist that Tarnia not interfere in the internal affairs of Isoland.

A-1. The Assembly of Isoland rejects all Tarnian demands. The nationalization of the mines are at this very moment underway. Iso police have been ordered to arrest and expel from Isoland any Tarnians who resist the nationalization of the mines. Troops have been moved to the border between Iso and Tarnia and appeals for support have been made to Vespu.

A-1. The Assembly of Isoland refuses to be dictated to by Tarnia and rejects Tarnia's aggressive demands. Talks with Vespu have just resulted in a mutual protection treaty between that people and Isoland. Similar talks with Vosti are under way. The nationalization of the mines will proceed.

A-2. The Assembly of Isoland is shocked by the aggressive threats of Tarnia. Isoland will not be dictated to. There is room for compromise and Isoland is willing to negotiate with Tarnia or participate in an all-island Assembly to settle this dispute, but only under the condition that Tarnia withdraw its threats publicly and agree to negotiate with an open mind.

A-2. The Assembly of Isoland refuses to be bullied by Tarnia and has called upon Vespu, Vosti, and Ashanti to support her against the selfish demands of Tarnia. Isoland calls for a meeting of all peoples of NOTSOB for the purpose of dealing with this uncalled for aggressive threat by Tarnia and to find ways to better distribute wealth and protect the environment of all people on NOTSOB. Iso wishes only peace and will deal honestly and reasonably with Tarnia -- but, we will not be bullied.

A-2. The Assembly of Isoland refuses to be dictated to by Tarnia and rejects Tarnia's aggressive demands. Talks with Vespu have just resulted in a mutual protection treaty. Isoland has moved troops into the border area between Tarnia and Isoland and Vespu militia have massed on the borders of both Nololand and Tarnia. Nationalization of the mines will continue.

A-2. The Assembly of Isoland rejects all Tarnian demands. The nationalization of the mines are at this very moment underway. Iso police have been ordered to deport all Tarnian nationals. Troops have been placed along the border between Iso and Tarnia and appeals for support have been made to Vespu.

A-2. The Assembly of Isoland has offered to triple the compensation payments to the owners of the Tarno mines. This is more than a fair rate of compensation from Isoland's point of view. The Isoland Assembly must, however, respectfully refuse to refrain from nationalizing the Tarno mines and rejects threats to Isoland as irresponsible and undeserving of a reply.

A-3. The Tarnian militia has crossed over the border into Iso and have occupied the Tarno mines. Little resistance was met, although the government of Iso has officially deplored the action and has called for an Island Assembly to deal with this "Act of senseless aggression."

A-3. The Tarnian militia has crossed over the border into Iso and have occupied the Tarno mines. Little resistance was met, although it is reported that Iso militia are being mobilized for a possible attack on the mine sites. The Isoland Assembly has appealed for aid from Vosti, Vespu, and Ashanti to help expel the aggressors. No word of their response has yet been heard.

A-3. The Tarnian militia has crossed over the border into Iso and have occupied the Tarno mines. Heavy resistance was met and Tarnian troops are forced to destroy several villages enroute to the mines. Vespu has issued a warning to Tarnia stating that unless Tarnia withdraws its troops immediately, Vespu will be forced to come to the aid of Iso. Vosti has issued a call for an Island Assembly to deal with this grave threat to peace. Iso refuses to talk with Tarnia until Tarnian troops are removed from Iso.

A-3. The Tarnian militia has occupied the mines in Iso, but at great cost. Heavy resistance was met and many casualities on both sides occurred. At this time Isoland troops are launching a counter-attack on the Tarno mines now guarded by Tarnian troops. Vespu has massed troops on the borders of Tarnia and Nololand. Vespu has also issued an ultimatum to Tarnia, stating that unless Tarnian troops are withdrawn within twenty-four hours, Vespu will be forced to take serious measures to punish Tarnian aggression. Ashanti has called for a meeting of an Island Assembly for the purpose of protecting the peace of the Island.

A-3. The Tarnian militia has occupied the mines in Iso, but at great cost. Heavy resistance was met and the Tarnian general has ordered the occupation of all villages in Iso to end the senseless bloodshed. Word has just been received that Vespu has sent troops into Nololand and occupied the Eastern third of that region. Vespu troops are poised on the border of Tarnia and appear prepared to launch an attack. Vosti and Ashanti have made an urgent plea for a meeting of an Island Assembly for the purpose of protecting the peace of the Island. They call for a removal of both Tarnian and Vespuian troops and an immediate meeting to achieve a reasonable settlement of this dangerous crisis.

Version B

CASSETTE SCRIPT OF

THE TARNIAN TIMES PRESS RELEASE

The President of the Assembly has just been notified by General Elmer that armed troops from Vespu are massing on the narrow border between that land and Nololand. Reports that a small group of Vespu citizens have already slipped over the border into Nololand have now been confirmed. This is an obvious violation of a thirty-year old treaty banning any human settlement in Nololand. General Elmer further reports that Tarnian border police and armed Vespu citizens are both in a belligerent mood. They are separated by less than fifty yards and an incident is certain unless one or the other side pulls back very soon. The General awaits instructions from the Assembly.

In a further development of this potentially explosive situation, the Premier of Vespu has sent a message to the President of Tarnia's Assembly, in which he made the following points:

1. Vespu intends to colonize parts of Nololand, due to the increasingly unbearable conditions of overcrowding and poverty in Vespu. The Premier acknowledges the fact that such actions would violate a treaty, but points out that changing conditions have made continuation of this treaty a great social and economic injustice to Vespu.

2. Vespu recognizes the continuing need that Tarnia has for supplies of hardwood and iron ore and points out the dependence Vespu has on supplies for Isoland. It is common knowledge that there is widespread sentiment in Isoland for asserting control over the mines and throwing Tarnian interests out. Vespu is willing to give Tarnia mining rights and allow Tarnia to take over those portions of Nololand containing hardwood forests in return for non-interference in Vespu's colonization of the rest of Nololand.

3. If wealthy Tarnia will not help Vespu (and itself) desperation and a demand for economic welfare and justice will force Vespu to act on its own and to seek other allies more responsive to appeals for justice.

As a result of these developments, the President of Tarnia has issued an urgent call for a meeting of the Assembly. Three separate resolutions relating to this crisis were immediately introduced into the Assembly and are scheduled for debate later in the day. The resolutions are as follows:

Version B

RESOLUTION #1:

The Assembly recognizes the plight of Vespu, but deplores its threat to take illegal action by entering Nololand. If Vespu will remove its armed citizens from the border, Tarnia will support a call for a united island assembly to consider remedies for Vespu's plight.

RESOLUTION #2:

The Assembly supports the existing treaty for good reason and refuses to be a party to any illegal violation of that treaty. Vespu has created many of its own problems and, while Tarnia is willing to aid Vespu with reasonable gifts and loans, it serves notice that if Vespu does not remove its troops from the border area within twenty-four hours, Tarnian militia will force them back. General Elmer is authorized to take whatever actions are necessary in this regard.

RESOLUTION #3:

The Assembly of Tarnia recognizes Vespu's needs and the fact that the Nololand treaty is outdated. Tarnia authorizes an immediate conference with Vespu to find ways to quickly and efficiently divide up certain portions of Nololand for their respective needs.

REACTION DECK

Reproduce on colored cards for teacher's use.

B-1. The Premier of Vespu acknowledges Tarnia's concern for the "plight" of Vespu and will remove its forces from the border area of Nololand and Tarnia. The only condition being that Tarnia strongly support Vespu's position in the United Island Assembly.

B-1. The Premier of Vespu acknowledges Tarnia's concern for the "plight" of Vespu and will remove its forces from the border area of Nololand and Tarnia. Vespu agrees to participate in a United Island Assembly only if Tarnia strongly supports Vespu's position in the Assembly and will agree to refuse to participate in any United Island Assembly actions adverse to Vespu's interest.

B-1. The Premier of Vespu acknowledges Tarnia's concern for the "plight" of Vespu, but must respectfully refuse to remove its citizens from the border areas until Tarnia agrees to strongly support Vespu's demands in the United Island Assembly and agrees to decline participation in any United Island Assembly actions adverse to Vespu's interest.

B-1. Although Vespu appreciates the acknowledgement by Tarnia that Vespu is a victim of injustice, we must repeat our offer to share the wealth of Nololand with Tarnia. Both lands can only benefit by such an arrangement. If you agree to a conference in this matter, we will remove our citizens from the border area. We must respectfully decline any participation in a United Island Assembly on the grounds that it is a delaying tactic and can only hurt our interests.

B-1. Vespu will not submit to the inefficiency and delaying tactics of a United Island Assembly, nor will we remove our citizens from the border area until we receive satisfaction of our just demands. If Tarnia will not agree to our generous offer to share Nololand within twenty-four hours, Vespu will act decisively to obtain justice for its people.

B-2. Vespu acknowledges the concern over its plight and will withdraw its forces immediately from the border area. In return, Vespu expects that Tarnia will make good on its promise of substantial aid. A conference should be called immediately to deal with this matter.

B-2. Vespu acknowledges the concern over its plight and will withdraw its forces from the border area as soon as Tarnia demonstrates its intention of helping Vespu to solve its problem. Vespu will consider these intentions honorable once a conference has been carried out and concrete Tarnian aid promised.

B-2. Vespu will not bow to threats. Any attempt to remove her citizens from border areas will be considered an attack on the people of Vespu and the aggressors will be met with the full force of the Vespu militia. Before such a rash move such as that threatened by you is undertaken, we suggest a conference to settle our differences peacefully.

B-2. Vespu will not be bullied by Tarnia. Any attempt to forcefully remove her citizens from border areas will be resisted by the people of Vespu. There is still time to avoid conflict that can only hurt both of us. We stand ready to meet for the purpose of conducting a joint expedition into Nololand. This is the only sensible course open to either of us. If we do not hear a favorable response to this reasonable request within twelve hours, we cannot be held responsible for the consequences.

B-2. Vespu will not be bullied! At this time forces of the people of Vespu are entering Nololand. We ask for restraint. Vespu still stands ready to make generous arrangements with Tarnia to share in the wealth of Nololand. We ask for your cooperation. If you oppose us, you are going against your own self-interest and we will not lie down like cattle to be slaughtered. The choice is yours!

B-3. Vespu applaudes the reasonableness and sense of justice shown by Tarnia in recognizing that the Nololand treaty is outdated and in calling for an immediate conference. Vespu is prepared to confer at anytime and will immediately remove its armed militia from the border areas.

B-3. Vespu applaudes the reasonableness and sense of justice shown by Tarnia in recognizing that the Nololand treaty is outdated and in calling for an immediate conference. Vespu is prepared to confer at anytime and will remove its armed militia from the border areas as soon as the date for such a conference is firmly established.

B-3. Vespu applaudes the reasonableness and sense of justice shown by Tarnia in recognizing that the Nololand treaty is outdated and in calling for an immediate conference. Vespu is prepared to confer as soon as possible and will remove its armed militia from the border areas as soon as the conference is concluded.

B-3. Vespu applaudes the reasonableness and sense of justice shown by Tarnia in recognizing that the Nololand treaty is outdated and in calling for an immediate conference. Vespu is prepared to confer as soon as Tarnia accepts the prior condition that Vespu is to control the land and mining rights to Nololand and that Tarnia is to control the northern quarter of Nololand, which contains the hardwood forests. Vespu also agrees to sell the iron ore to no one but Tarnia.

B-3. Vespu applaudes the reasonableness and sense of justice shown by Tarnia in recognizing that the Nololand treaty is outdated and in calling for an immediate conference. Vespu is at this time sending militia into Nololand in order to explore and survey the land. We stand ready to confer as soon as Tarnia agrees to the prior condition that Vespu is to control the territory of Nololand, with the understanding that Tarnia is to receive sole mining and lumbering rights from the Government of Vespu.

Version C

CASSETTE SCRIPT OF

THE TARNIAN TIMES PRESS RELEASE

Previous reports of a serious famine in Ashanti have now been confirmed. An unusual series of dry seasons have reduced the already arid area of Ashanti to a virtual desert. Large numbers of Ashanti have starved or are on the verge of starvation. Many of these desperate people attempted to reach the North River region of Vosti and were driven off by force. In addition, small, but increasing numbers of Ashanti are now camped along our own portion of the North River and are presenting a potential health and crime menace to our own people. This new wave of Ashanti settlers adds to the already large number of Ashanti workers previously allowed into Tarnia for the purpose of doing menial work and alleviating our labor shortage.

Several related developments pertaining to famine conditions in Ashanti threaten to have serious effects on the government and people of Tarnia. A riot broke out last week in the Ashanti ghetto of Tarno village over claims by these foreign workers that they were being discriminated against and are receiving less than half the pay for doing the same job as Tarnian citizens. The riot resulted in several deaths, a few of which were from among prominent Tarnian merchants doing business in the riot area. The ghetto area was almost completely destroyed and many Ashanti families are living out in the streets. More trouble threatens, as the newly formed Immigrant League has announced its intentions of demonstratin for a variety of reforms. A small group of Tarnian citizens calling themselves the League of Social and Economic Equality, has announced full support for the immigrants. The Ashanti in Tarnia have apparently been in unofficial contact with Ashanti leaders in Ashanti, who have publicly criticized the treatment of their citizens residing in Tarnia, as well as the selfishness of the wealthy Tarnian government in failing to help their poorer neighbors in time of great need.

The Immigrant League and their sympathizers among Tarnian citizens have made the following demands of the Tarnian government on grounds which they term "common human compassion." These demands are summarized below:

1. That Tarnia temporarily allow the starving Ashanti refugees along the North River the right to stay in peace and that medical aid and other relief be immediately furnished to them.

2. That, as a long range solution, Tarnia pledge to divert portions of the North River into Ashanti territory or embark on a massive irrigation project in Ashanti to prevent further incidents of famine, misery and starvation in this land.

3. That Tarnia issue a strong warning to Vosti that the deliberate slaughter of innocent Ashanti who desperately crossed into Vosti for survival not be repeated.

4. That Ashanti and other foreign workers in Tarnia be given equal pay for equal work and that the Tarnian government commit whatever funds necessary to ensure adequate housing and schooling for these workers.

The Editor of the Tarnian Times stated in a talk to the Tarnian Veteran's League yesterday that, while in basic sympathy, both with Ashanti who live and work in Tarnia and the Ashanti government, he feels it necessary to point out that the Immigrant League demands would force some financial burdens on the citizens of Tarnia. If these demands were carried out, the Editor claims that the average Tarnian would have to take about a 15% cut in pay. He also pointed out that Ashanti workers living and working as guests in Tarnia have a standard of living almost twice as high as does the average person living in Ashanti and that, rather than loot and riot, they would be better occupied in improving themselves through hard work and self help.

It has been learned that the Tarnian Assembly session today will be devoted to the potentially explosive Ashanti question. Three resolutions on this question are scheduled for debate, beginning today. These resolutions are:

RESOLUTION #1:

> The Assembly of Tarnia authorizes an annual appropriation of 15% of the total government budget for the purpose of carrying out the suggestions of the Immigrant League. Meetings with the Ashanti government and representatives of the Immigrant League are to be called as soon as possible for working out details. In addition, conferences are to be initiated with the government of Ashanti.

RESOLUTION #2:

> The Assembly of Tarnia orders employers not to discriminate against immigrant labor in regards to working conditions and pay. Violation of this equal pay for equal work provision will result in criminal penalties for employers. Further, all immigrants not employed and/or officially invited to work and reside in Tarnia are to be deported from Tarnia within thirty days. In addition, a conference will be sought with Ashanti to work out some mutually advantageous resolution of the problems facing the two lands.

RESOLUTION #3:

> The Assembly of Tarnia declares it unlawful to illegally demonstrate against the government of Tarnia. All immigrants so doing will be ordered to leave the country within twenty-four hours under penalty of imprisonment. Citizens will be subject to fine or imprisonment. Further, Ashanti

settlers residing illegally along the North River will be returned to Ashanti after receiving food rations and proper medical care. Those not leaving voluntarily will be forcefully returned to Ashanti. The Assembly also goes on record as refusing to discuss any matters with the government of Ashanti until such time as they apologize for the unwarranted attack on the integrity of the [illegible]arnian people which they publicly made this past week.

REACTION DECK

Reproduce on colored cards for teacher's use.

C-1. The Immigrant League has issued a statement of appreciation for the far-sighted attitude of the Tarnia Assembly. The statement was strongly supported by the League of Social and Economic Equality. The Tarnia Times, in an editorial today, questioned the practicality of the recently passed resolution, but generally took the position that the sacrifice to be made by the Tarnian people was for a noble cause. The government of Vespu warned Tarnia to mind its own business.

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C-1. The Immigrant League has issued a statement of appreciation for the far-sighted attitude of the Tarnia Assembly. The statement was strongly supported by the League of Social and Economic Equality. The Tarnian Times, in an editorial today, blasted the government's position as foolhardy and irresponsible, promising to cost the people of Tarnia 15% of their total yearly income. In a related development, an angry mob of Tarnians burned the office of the League of Social and Economic Equality to the ground last night and hanged the President of the Assembly in effigy. The government of Vespu has issued a strong warning to Tarnia not to meddle in Vespu's affairs.

C-1. The Immigrant League has issued a statement of appreciation for the far-sighted attitude of the Tarnian Assembly. The statement was strongly supported by the League of Social and Economic Equality. The Tarnian Times, in an editorial today, mildly criticized the government's recently passed resolution and the Director of the Tarno Mining Company labelled the program damaging to the Tarnian people. In a related development, the Ashanti government welcomed the offer of aid, but warned that any help must come without strings and stated that Ashanti would not allow dependence on Tarnia to turn it into a colony.

C-1. The Immigrant League and the League of Social and Economic Equality have issued a joint statement of appreciation for the recent gesture made by the Tarnian Assembly, but also declared that demonstrations would continue until the Assembly assured the people that their recent resolution is more than mere empty promises. The demand was also made that both groups share in the decision making process over how any money for this project is spent. The government of Ashanti has also sought assurances from Tarnia that any aid be at least partially controlled by Ashanti. In a related development, small roving mobs of Tarnian citizens attacked the headquarters of the Immigrant League and shouted in the streets for the government's resignation and the explusion of all Ashanti from the region of the North River. The government of Vespu warned Tarnia, "in the strongest possible words", not to meddle in Vespu's affairs.

Reproduce on colored cards for teacher's use.

C-2. The Immigrant League and the League of Social and Economic Equality jointly issued a statement today in which they praised the Assembly for their anti-discrimination law and for their willingness to confer with Ashanti, but deplored the "inhuman deportation of immigrants." The two groups charged that the resolution was directly aimed at the unfortunate refugees along the North River. They announced their intention to mount vigorous protests over this inhuman act and "implored" the Assembly to re-consider the expulsion order. The Tarnian Times expressed some scepticism about the workability of the anti-discrimination act, but generally supported the Assembly's actions. The government of Ashanti warned that expulsion of the refugees along the North River could end in tragedy and asked Tarnia to reconsider the wisdom of the expulsion order.

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C-2. The Immigrant League and the League of Social and Economic Equality issued a joint statement today in which they attacked the government's "inhuman deportation of innocent immigrants." The two groups pledged to "take to the streets" if the Assembly persisted in carrying out this undemocratic act. Scattered incidents of violence by roving bands of immigrants and Tarnian sympatizers were reported last night. The Tarnian Times, in an editorial this morning, called for the government to crack down on "criminal elements threatening the peace and security of Tarnia." Meanwhile, the government of Ashanti thanked the Assembly for its seeming willingness to aid in the crisis, but warned that expulsion of the refugees along the North River could result in tragedy and asked

Tarnia to reconsider the wisdom of the expulsion order. It has just been learned that Tarnian militia engaged in identifying and questioning Ashanti refugees along the North River have been attacked by frightened Ashanti who apparently believed that the militia were going to expel them.

C-2. The Immigrant League and the League of Social and Economic Equality issued a joint statement today in which they attacked the government's "inhuman deportation of innocent immigrants." Scattered incidents of violence by roving bands of immigrants and Tarnian sympathizers were reported last night. In addition, mobs of Tarnian union members demonstrated against the Assembly's "equal pay" resolution and called for the resignation of the government. Several clashes between immigrant groups and Tarnian groups were reported during the night. The Tarnian Times, in an editorial this morning, "deplored the government's discrimination against its own citizens in favor of ungrateful immigrants," and called for a restoration of "law and order." In other developments, Ashanti publicly condemned the inhumaneness of Tarnia in ordering the expulsion of refugees and warned that any attempt to carry out the expulsion "will surely lead to bloodshed." It has just been learned that Tarnian militia engaged in identifying and questioning Ashanti refugees along the North River have been attacked by frightened Ashanti who apparently believed that the militia were there to expel them.

Reproduce on colored cards for teacher's use.

C-3. The Immigrant League and the League of Social and Economic Equality issued a joint statement today in which they deplored the inhumane resolutions passed by the Assembly and called for a day of fasting and prayer to bring the attention of Tarnian's to the terrible plight of innocent Ashanti refugees in Tarnia. The Tarnian Times applauded the government's actions as sensible and the Tarno Business League applauded the no nonsense approach adopted by the Assembly. In related actions, Ashanti has called upon all lands on NOTSOB to protest and take some actions in response to the dictatorial and degrading way in which the government of Tarnia plans to treat non-Tarnians. Tarnian militia units report large scale starvation of Ashanti along the North River.

C-3. Demonstrations by the Immigrant League against the recently passed Assembly resolutions turned into a large-scale riot when the demonstrators and roving bands of Tarnian citizens clashed in the streets. In related developments, Ashanti has called upon the lands of NOTSOB to condemn Tarnia for its treatment of non-Tarnians residing in Tarnia and its refusal to even discuss the refugee problem with Ashanti. The Tarnian Times, in an editorial today, called upon the Tarnian government to take all necessary and humane steps necessary to bring this difficult situation under control before it is too late.

C-3. The Immigrant League and the League of Social and Economic Equality issued a joint statement today in which they deplored the inhumane resolutions passed by the Assembly and called for a day of fasting and prayer to bring the attention of Tarnian's to the terrible plight of innocent Ashanti refugees in Tarnia. Ashanti has called upon the lands of NOTSOB to protest and take some actions in response to the terrible treatment of non-Tarnian citizens by Tarnia. The Isoland Press, in an editorial, demanded that their assembly refuse to export hardwood and iron ore to Tarnia until these "inhuman" laws were repealed. There has been no public response from Vespu and Vosti at this time.

C-3. Demonstrations by the Immigrant League against the recently passed Assembly resolutions turned into a large-scale riot last night when the demonstrators and roving bands of Tarnian citizens clashed in the streets. In related developments, Ashanti has called upon the lands of NOTSOB to condemn Tarnia for its treatment of non-Tarnians residing in Tarnia and its refusal to even discuss the refugee problem with Ashanti. It has just been reported that a resolution has been introduced into the Isoland Assembly that would bar exports of hardwood and iron ore to Tarnia until the "inhuman" laws are repealed and Tarnia agrees to help the government of Ashanti. The resolution is scheduled for debate in two days. Vespu has publicly issued a call for an All-Island Assembly to discuss this situation, which was termed by the Vespu Eagle as "disgraceful."

INDIVIDUAL CHOICE FORM

Name____________________________

Assembly resolution being considered:

1. ____

____

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2. ____

____

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3. ____

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____

My position on Resolution #1 is (Circle one) Favor Oppose
The specific reason why I hold this position is: ________________________

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____

My position on Resolution #2 is (Circle one) Favor Oppose
The specific reason why I hold this position is: ________________________

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My position on Resolution #3 is (Circle one) Favor Oppose
The specific reason why I hold this position is: ________________________

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DEBRIEFING FORM

The teacher should select questions from this form that seem pertinent to his or her objectives, ditto master them, and use for small group and class discussion purposes.

1. How does the simulated world differ from the world in which you live?
2. In what ways does it seem the same?
3. No simulation can hope to exactly reproduce the real system or world it represents. What was missing in the simulation that is important in the "real world?"
4. Why do you think the simulation turned out the way it did?
5. What do you think was the basic purpose of the designer of this simulation?
6. How well do you think this purpose was met?
7. Were you satisfied with the outcome? Why or why not?
8. What do you like most about the simulation?
9. What did you like least about the simulation?
10. What major thoughts and feelings do you think most governed your actions as you played out your role in the game?
11. What kinds of conflicts arose? How were they dealt with? Could they have been handled differently? Why weren't they?
12. What kind of conflicts did not arise in the simulation that do arise in the "real" world? How are these conflicts usually dealth with? Why?
13. Were you able to predict fairly accurately what course of action or strategies those who opposed you were likely to pursue in reaction to your actions? If so, how do you explain this?
14. Is this also characteristic of the "real" world? How important is predictability as a factor when dealing with other individuals, groups, or nations?
15. Were you hesitant about taking certain kinds of action choices in the game? Why or why not?

16. Compare your position on the proposed actions to be taken at the beginning of the simulation exercise with your position now.

17. If it is changed, give the reasons for the change.

18. By values, people generally refer to what should be or ought to be. What major values do you feel this game attempts to promote?

19. Which of these major values do you tend to agree with? Disagree with?

20. What values does the game neglect that you feel are important?

21. Should peace be one of these goals? Why or why not?

22. What is peace? Can you define it?

23. Do you think it is possible to ever achieve peace as you have defined it? If not, what do you think is the best that can be humanly achieved?

PACKETS --- INTRODUCTION

As noted in the Table of Contents, the packets are organized into thematic clusters under four headings. These materials may be duplicated except when used by special permission of the publisher, so that students may have complete instructions, objectives, activities, etc.

There is considerable flexibility in all of the Conflict Resolution materials. Hence teachers will be making numerous professional decisions as to which packets should be used, and when. The overall structure of the course, together with the time limits, will largely determine the number of packets used.

Some of these packets may be helpful in enriching other social studies courses. The total course of study may be used as a semester or full-term course, and some of the packets or clusters may be used as mini-courses.

The innovative teacher will not be limited by the materials provided here. Additional packets may be written, and some teachers may call upon students to assist in gathering information.

While most of the packets provide some limited bibliographical sources, there are probably other materials in every school library. Teachers should request librarians' assistance so that additional local resources can be made available to students.

CONFLICT RESOLUTION

WAR AND PEACE #1

ISSUE: War Crimes: Individual
Judgment vs. Obedience to the State.

CONFLICT RESOLUTION
WAR AND PEACE #1

ISSUE: War Crimes: Individual Judgment vs. Obedience to the State.

During the Second World War, the Nazi government in Germany carried out atrocities against political prisoners in special "concentration camps." After the war ended, many of the leaders and followers who participated in these atrocities were placed on trial in the town of Nuremberg, Germany. These trials raised some important questions about the extent of an individuals duty to obey the orders of his government when these orders conflict with what he thinks is right or wrong. Another important question raised in the Nuremberg Trials involves the issue of whether or not an individual who does his duty by obeying the State can be held individually accountable for his actions and put on trial for committing criminal acts. In this packet, we will examine these questions by looking at the predicament of one person caught up in the problem and called upon to testify at the Nuremberg Trials.

OBJECTIVES:

Following the completion of this packet, students will be able to:

1. Comprehend the potential conflict between conscience and duty to the government.
2. Identify the problem faced by Mr. Graebe in the case study included in this packet.
3. Identify a range of options open to individuals in situations similar to Mr. Graebe.
4. Draw analogies from the case of Mr. Graebe to other incidents involving conflict between conscience and duty to the State.
5. Take a position on the issue and defend it, using criteria derived from Introductory Packet #2, "Can We Learn To Express Our Views Clearly And Effectively?"

ACTIVITIES:

1. Read the following account of Friedrich Graebe and discuss the questions which follow. Try to use the ideas contained in Introductory Packet #2 in your discussion.

I Hermann Friedrich Graebe declare under oath:

From September, 1941 to January, 1944, I was manager and engineer in chief of a branch office in Sdolbunow, Ukraine, of the Solingen building firm of Joseph Jung. In this capacity it was my job to visit the building sites of the firm.

On 5 October, 1942, when I visited the building office at Dubno, my foreman ...told me that in the vicinity of the site, Jews from Dubno had been shot in three large pits....About 1,500 persons had been killed daily. All of the 5,000 Jews who had still been living in Dubno were to be liquidated.

Moennikes (the Foreman) and I went directly to the pits. Nobody bothered us. Now I heard rifle shots in quick succession, from behind one of the earth mounds. The people who had got off the trucks--men, women and children of all ages--had to undress upon the order of an SS man, who carried a riding or dog whip. They had to put down their clothes in fixed places, sorted according to shoes, top clothing and underclothing. I saw a heap of shoes of about 800 or 1,000 pairs, great piles of underlinen and clothing. Without screaming or weeping these people undressed, stood around in family groups, kissed each other, said farewells, and waited for another sign from an SS man, who stood near the pit.

I watched a family of about eight persons, a man and woman, both about 50, with their children of about 1, 8, and 10, and two grown-up daughters of about 20 to 24. An old woman with snow-white hair was holding the one-year old child in her arms and singing to it and tickling it. The child was cooing with delight. The couple were looking on with tears in their eyes. The father was holding the hand of a boy about ten years old and speaking to him softly; the boy was fighting his tears.

At that moment the SS man at the pit shouted something to his comrade. The latter counted off about 20 persons and instructed them to go behind the earth mound. Among them was the family. I remember well a girl, slim and with soft black hair, who, as she passed close to me, pointed to herself and said "23." I walked around the mound, and found myself confronted by a tremendous grave. People were closely wedged together and lying on top of each other so that only their heads were visible. .....Some of the people shot were still moving. The pit was already two-thirds full. I estimated that it already contained about 1,000 people.

I looked for the man who did the shooting. He was an SS man, who sat at the edge of the narrow end of the pit, his feet dangling into the pit. He had a tommy gun on his knees and was smoking a cigarette. The people, completely naked, went down some steps which were cut in the clay wall of the pit and clambered over the heads of the people lying there, to the place where the SS man directed them. They lay down in front of the dead or injured people; some caressed those who were still alive and spoke to them in a low voice. Then I heard a series of shots.....I was surprised that I was not ordered away, but I saw that there were two or three postmen in uniform nearby. The next batch was approaching already.....I left with Moennikes and drove in my car back to Dubno.

On the morning of the next day, when I again visited the site, I saw about 30 naked people lying near the pit. Some of them were still alive; they looked straight in front of them with a fixed stare and seemed to notice neither the chilliness of the morning nor the workers of my firm who stood around.

I make the above statement at Wiesbaden, Germany, on 10th November, 1945. I swear before God that this is the absolute truth.

Hermann Friedrich Graebe

Subscribed and sworn to me at Wiesbaden, Germany, this 10th day of November 1945.

Homer B. Crawford, Major, AC
Investigator Examiner
War Crimes Branch

1. Was Mr. Graebe a powerful man?

2. What role did he play in the events described?

3. Is he a war criminal? Why or why not?

4. Should he have done something about the events he witnessed? If so, what?

5. If he is guilty of war crimes, is he more guilty than the SS man with the machine gun? Are there different kinds of guilt? If so, how would you distinguish between them?

6. What do you think you would have done had you been in Mr. Graebe's shoes? How would you defend your position?

7. Can you think of other actual or potential situations in the recent past or near future that raise issues like the ones raised in this case study? Precisely how are they similar?

OTHER SUGGESTED ACTIVITIES:

1. Stage a class trial of Herr Graebe. Make sure that the justifications by the defense and the prosecution are carefully prepared and just as carefully questioned.

2. Arrange for a showing of Judgement at Nuremberg, a dramatic treatment of the Nuremberg Trials. Available from United Artists, 729 Seventh Avenue, New York, New York 10019, or Nuremberg, a 75 minute documentary by the Department of the Army (check with nearest office for availability), or General Alexander Doniphan, a film about a man who refused to execute the unpopular Mormon prophet Joseph Smith; part of the "Profiles in Courage" series available from IQ Films, Inc., 689 Fifth Avenue, New York, New York 10022.

3. There are a number of excellent plays, most of them readily available in public libraries, which raise in a most interesting and provocative way questions of individual conscience and the State. Some have also been produced on television; for their availability, you should inquire at the film library of the University of Indiana. The following list of plays will be of use to those interested in this approach to the examination of such crucial issues:

The Andersonville Trial, by Saul Levitt
The Deputy, by Rolf Hochhuth
The Investigation, by Peter Weiss
The Man in the Glass Booth, by Robert Shaw
In the Matter of J. Robert Oppenheimer, by H. Kippardt and R. Steirs

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CONFLICT RESOLUTION

WAR AND PEACE #2

ISSUE: Must Nations Always Settle Conflicts By The Use Of Force?

American Fishermen vs.
Russian Fishermen (1967)

CONFLICT RESOLUTION
WAR AND PEACE #2

The following have been removed for copyright reasons:

Charles N. Quigley, Richard P. Lonaker: Conflict, Poltiics and Freedom, Boston, Mass., Ginn and Company, 1968, pp. 101 - 102.

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[1] Published by permission of Ginn and Company.

OBJECTIVES:

When finished with this packet, the students will be able to:

1. Identify incidents which could cause global conflicts.
2. Relate the situation in this packet to similar ones in our country's history and on a world-wide basis.
3. Discuss the merits of country-to-country negotiation as compared with that which takes place within the United Nations Organization.
4. Identify what is meant by negotiating from a position "of strength" as compared with a position "of weakness."
5. Discuss the meaning of "territorial waters" and describe why this may be a recurring problem.

ACTIVITIES:

1. Discuss these questions after reading the American Fishermen vs. Russian Fishermen problem:
    a. "Would it have been better to let Russian and American Fishermen solve the problem themselves? Why?
    b. "Why was it best not to use force to settle this problem?
    c. "What were the advantages of having members of the State Department solve the problem?
    d. "Why do different nations often come into conflict?"[2]

2. Research the 1962 Cuban Missile Crisis and relate how it was resolved. Compare that problem with the material in this packet. (See War and Peace Packet #7.)
3. Write a theme on the topic "Big Wars Start As Small Problems", and give examples.

BIBLIOGRAPHY:

Charles N. Quigley, Richard P. Lonaker: Conflict, Politics and Freedom, Boston, Mass., Ginn and Company, 1968, pp. 101 - 102.

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CONFLICT RESOLUTION

WAR AND PEACE #3

ISSUE: Must We Have War?

ISSUE: Must We Have War?

One of the most difficult and complicated subjects faced by the citizens of this world is whether it is possible to establish disarmament and to resolve disputes between countries by peaceful means. The film entitled The Hat explores this problem, and presents a possible solution.

OBJECTIVES:

When finished with this packet, the students will be able to:

1. Define "disarmament" as well as other terms related to this topic;
2. Discuss the complexities in achieving disarmament;
3. Identify a range of possible solutions to the problems of the "arms race";
4. Clarify their attitudes toward the feasibility of disarmament.

ACTIVITIES:

1. Before the class views the film, the teacher should explain the characters, Dizzy Gillespie and Dudley Moore, and what they are attempting to portray. (The teacher should preview the film carefully, beforehand).
2. The teacher should explain that the film is interesting and perhaps should be viewed twice to clearly absorb the message. Hence, the class might view the film, discuss it, and view it again.
3. View the film. The Hat runs 18 minutes.
4. Divide the class into groups of four to six.
5. Pose the following questions, asking each group to discuss them, and to try to come to some conclusions which can be shared with the entire class.

   One character in the film states that "War to settle disputes is obsolete." Reflecting upon this statement-----

   a. Do you agree? Why or why not?
   b. Does the film make a reasonable case for war as being obsolete? What are the strongest arguments? What are the weakest? Does it omit any important arguments? What are they?
   c. How should society respond when institutions seem to be out of date? Does the film offer any suggestions adequate to the magnitude of the problem?
   d. Do you feel disarmament is a realistic goal to pursue? Why or why not?
6. Ask the groups to share their conclusions and to evaluate their abilities to deal with the questions. What do they need to know to understand the problems better? If there is time, enumerate and explore some of the responses; if not, conclude by suggesting that they use some of these unanswered questions to structure an inquiry into the problems of changing the war system.

7. Students may prepare individual reports from books in the school library or from the Bibliography. (Books are available from the World Law Fund at reduced prices.)

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______: The Hat: Is War Necessary? Film, 18 minutes, color, may be ordered from McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036, or World Law Fund, 11 West 42nd Street, New York, New York 10036.

CONFLICT RESOLUTION

WAR AND PEACE #4

ISSUE: Is Peace Too Big A Job For
The UN?

India-Pakistan and Bengladesh

CONFLICT RESOLUTION
WAR AND PEACE #4

ISSUE: Is Peace Too Big A Job For The UN?.....India-Pakistan and Bangladesh.

Throughout history man has tried to establish peace by using diplomacy, intrigue, warfare, and other techniques. However, man has met with very limited success. In the 20th Century there have been two valiant efforts to prevent war by organizing nations. First, the League of Nations was organized after World War I, and secondly, the United Nations Organization came into existence near the close of World War II.

This packet will build upon the students' familiarity with the United Nations Organization and relate it to a problem that occurred just a few years ago. Students may cite more recent examples which indicate the success or failure of this organization, as well as reasons for the failure of the League of Nations.

OBJECTIVES:

Upon the completion of this packet, the students will be able to:

1. Discuss successes and failures of the League of Nations and the United Nations Organization.
2. List efforts by the United Nations Organization to solve the India-Pakistan-Bengladesh crisis.
3. Cite recent situations which may lead to global war, and determine what the United Nations Organization is doing about them.

ACTIVITIES:

1. Students read at least two sources in the Bibliography dealing with this crisis.
2. Ask students to choose sides, allowing one side to represent India and the other side, Pakistan. List the arguments presented by Pakistan which indicate aggression by India. List arguments by India. It should become obvious that what is needed is an impartial third party, such as the United Nations. At this point the aims and structure of the UN should be discussed, to determine its peace-keeping role.
3. Some additional factual questions should be discussed as follows:
    a. What did the West Pakistanis accuse the Bengalis of East Pakistan of doing?
    b. What caused the original division of parts of India into East and West Pakistan?
    c. What can a UN peace-keeping force do?

4. After more reading and discussion the students may review these points:
   a. Should the UN abandon its peace-keeping role?
   b. Should the veto power on the Security Council be eliminated?
   c. How can the UN become more effective?
   d. What has changed in the UN since Red China was admitted?
   e. Should the U.S. and the U.S.S.R. solve problems outside the UN?
   f. Is the UN more of a place to be heard than a place for action?
   g. Compare the UN with the League of Nations. Will the UN suffer a like fate?
   h. Why do some Americans feel that the UN should not be headquartered in this country?
5. Develop some conclusions by having students write papers taking a favorable or unfavorable position about the United Nations, citing successes or failures.

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Belasco and Hammond: India-Pakistan, History, Culture, People, New York, New York, Cambridge Book Company, 1972.

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CONFLICT RESOLUTION

WAR AND PEACE #5

ISSUE: A School Debates Violence

The Influence Of Violence
In Entertainment

CONFLICT RESOLUTION
WAR AND PEACE #5

ISSUE: A School Debates Violence..... The Influence Of Violence In Entertainment.[1]

"Concerned over occurrences of public violence, a school organizes an assembly debate to discuss opinions about the possible influence of the entertainment media in terms of their glorification of violence. Students take both sides, some believing that violence has always been a part of entertainment, and in the lives of people who have not themselves been violent, and others believing that it has a bad effect on some people."[2] Listen to the record and be prepared to discuss the questions raised in this packet.

OBJECTIVES:

Following the completion of this packet, students will be able to:

1. List the various forms of violence that have been viewed on television so as to be aware of their common existence.
2. Compare research findings on the relationship between violence in entertainment and that which takes place in our society.
3. Indicate forms of resolution of the problem of violence and mass media.

ACTIVITIES:

1. Listen to the record "At Issue: The Quality Of Life, A School Debates Violence", and discuss the following questions taken from the record material:

   "If you were a parent, would you restrict the types of movies, TV or books your children might be exposed to? Explain.

   "The more mature students might point out that Chris has led a relatively sheltered life, while John's life may have been more permissive. Which type of life would be more beneficial to a child? Which type of background have you had?"[3]
2. Complete hand-out sheet in this packet after watching the six television programs.
3. Several students should prepare oral reports on selected articles in the Bibliography.
4. Concluding activity should be a student directed discussion (with Chairman and Recorder) on the topic of this packet.

[1, 2 and 3] Published by permission of H. Wilson Corporation.

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STUDENT HAND-OUT

Does Mass Media Influence Violent Behavior?

ASSIGNMENT: Students will view six television programs--three children programs and three adult programs and complete hand-out.

Name of Program:	Children or Adult:	Time Shown	Types of Violence Viewed:	Recommended Viewing and Evaluation

CONFLICT RESOLUTION

WAR AND PEACE #6

ISSUE: Propaganda And The Cold War--
Do They Go Together?

CONFLICT RESOLUTION
WAR AND PEACE #6

ISSUE: Propaganda And The Cold War--Do They Go Together?

In this packet you will read a summary of a news article which reports on the United States 6th Fleet's arrival in Turkey---but the summary is obviously written by someone who wishes to convey an anti-United States feeling upon the reader. When words are thrown together in an effort to influence the reader, the material is frequently called "propaganda". Your work in this packet is directed toward helping you to recognize "propaganda" when you encounter it, and to be able to handle "propaganda" in your daily reading.

OBJECTIVES:

Following the completion of this packet, the students will be able to:

1. Identify the various devices of propaganda.
2. Give examples how each device may be used.
3. Formulate an opinion about the "Summary of News Article" in this packet, and select key words that are used to convey the "message".
4. Construct your own example of counter-propaganda.
5. Illustrate how important roles of "propaganda" are played by ambassadors, diplomats, and world leaders.

ACTIVITIES:

1. Read the "Summary of News Article" included in this packet, write your reaction to it, and discuss in class.
2. Rewrite the "Summary of News Article" from a pro-United States viewpoint and share this with the class.
3. Read the "Devices of Propaganda" and "Examples of Propaganda" included in this packet. List two other examples of your own, bring advertisements to illustrate them, and share with the class.
4. Analyze in writing some of the materials in the Bibliography, and show how a country, a group, and a political party may use propaganda.
5. Write a paper on one of the following topics:
    a. Propaganda is evil and should be outlawed.
    b. Propaganda is necessary for salesmanship, political campaigns, and relations between countries.
    c. Propaganda is neither good nor evil--it is both.
6. Locate two news articles on "Cold War" problems which include some propaganda, in your opinion, and report to the class.

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SUMMARY OF NEWS ARTICLE

The people of Turkey recently expressed their strong anti-United States feeling by a large demonstration which greeted the U.S. 6th Fleet, as it sent five warships into the port of Istanbul. Thousands of youth and students took to the streets of Ankara, Istanbul, Izmir and other cities, and held protest parades which demanded that the fleet go home immediately. Elderly women joined the movement and carried signs. American flags were burned as were models of United States warships. The demonstrators chased and beat up United States military personnel, so that terrified officers and enlisted men hid in hotels for several days before rushing back to their ships.

The above action indicates a growing feeling by the Turkish people against United States imperialism, which naturally is more interested in Middle East oil than in the people. The establishment of more than two hundred United States military bases in Turkey is all part of the takeover, which the people are finally resisting.

"DEVICES OF PROPAGANDA"

Propaganda--Any organized group, effort, or movement to spread particular doctrines or information.

Name Calling--Applying some label that people generally dislike or fear to a person, organization, or idea. Such words as "war-monger", "Red", "Commie", "Fascist", and "Hippie Freak" may be used by a propagandist to tag persons whom the propagandist wants to discredit rather than to describe accurately. What terms the propagandist uses will depend on his purposes and what he assumes to be the prejudice of the audience.

Glittering Generality--A propagandist likes to connect a high sounding word to what he is advocating so that people will accept what he wants them to accept without examining the evidence for or against the propagandist's arguments.

Transfer--This is the device to carry over the reputation of some person or organization which is respected, to some program which the propagandist wants accepted.

Testimonial--Quoting some well-known person in favor of a given product or policy is another propaganda practice.

Plain Folks--Propagandist sometimes make an effort to win public confidence on the basis that ideas are good because the speaker belongs to the common people. This devide is widely used by politicians, who appeal to the "Godfearing, babyhaving, tater-tasting folks".

Card Stacking--Selecting and using fact to give a false or misleading idea is a common trick. The propagandist tries to make out the best case possible for his side and the worst for the opponent by carefully using only those facts which back up his point of view.

Band Wagon--The public often is urged to follow the crowd and accept the propagandist's program because "Everybody is doing it!"

"EXAMPLES OF PROPAGANDA"

Name Calling--My opponent has a record of supporting liberal, left-wing, Russian symphatizing groups and organizations. (Political)

Glittering Generality--This could be the world's most wanted automobile.

Transfer--Our foods are enjoyed by nobody except mothers.

Testimonial--Henry, you did not have your cereal today!

Plain Folks--Mrs. Jones never needs a washer repairman. She owns a _____.

Card Stacking--Discerning travelers use this reservation service.

Band Wagon--Don't say a soft drink, say _____.

CONFLICT RESOLUTION

WAR AND PEACE #7

ISSUE: The Bi-Polar Power System
Applied To The Cuban Crisis

CONFLICT RESOLUTION
WAR AND PEACE #7

ISSUE: The Bi-Polar Power System Applied To The Cuban Crisis.

When students of politics attempt to explain the ways in which nations relate to each other they often describe the International Political System as a "Bi-Polar System." This term is taken from the behavior of a "U" shaped magnet. If you place iron filings on a piece of paper and hold the magnet over them, most of the filings will be drawn toward one or the other end of the magnet. If you can imagine that the ends of the magnet represent the USA and the USSR, and the filings represent other nations, you will have a good idea of what students of politics mean by "Bi-Polarism." The USSR and the United States sometimes represent competing "magnetic" poles and weaker nations tend to be drawn toward the "magnetic field" of one or the other of these superpowers.

In this packet, we will explore the meaning of "Bi-Polarism" and some of its implications in the modern world.

OBJECTIVES:

When finished with this packet, the students will be able to:

1. Identify the four fundamental characteristics of the Bi-Polar System.
2. Identify the unwritten "rules" that, if followed, prevent the system from breaking down and ending in war.
3. Apply the Bi-Polar model to current world events in order to determine how well it helps explain these events.

ACTIVITIES:

1. Read the article entitled "The Bi-Polar System In Operation." Discuss each of the four fundamental characteristics described. Try to think of examples of each in the world today. (You might try clipping articles from newspapers that highlight each of the characteristics.)
2. Read the article entitled "The Cuban Crisis," by R. B. Jain.
3. Discuss the eleven "Questions for Consideration" at the end of the Cuban Crisis.
4. Research a current world crisis and try to explain what happened and why through use of the Bi-Polar model. Is the model useful as a tool of explanation? If so, why? If not, why? Could you make the model more useful in order to more accurately describe what goes on in the world? If so, try your hand at developing your own model or revising the one you have just studied and then apply it to several recent events in order to "test" how well it seems to account for what happened and why.

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THE BI-POLAR POWER SYSTEM IN OPERATION

The contemporary power system has four fundamental characteristics:

SUPERPOWER CONFRONTATION:

The dominant and perhaps decisive competition now going on in the world is between the two superpowers. The U.S. and Soviet global aims are in direct conflict---ideologically, politically, socially, economically and militarily. The two military establishments are locked in a bilateral arms race in which the alliance systems on both sides play a secondary military role, although the political, economic and geographical importance of allies or satellites to both superpowers is incalculable. The respective alliance systems augment (and sometimes handicap) the exercise of super power on both sides; but, so far, only the United States and the Soviet Union are capable of deliberately taking the world into total thermonuclear war.

Relations between the superpowers---direct and indirect---tend to be regulated and modified by this fact. Neither side wants to risk total war if it can be avoided; both superpowers act as if they believe they can advance their aims and protect their interests without total war. The national security of both superpowers rests primarily on the determination of both sides to compete within certain unwritten and ill-defined rules. These include, for example, the avoidance of a direct armed clash between U.S. and Soviet military personnel--whether in Cuba, Berlin or Korea. The rules do not exclude clashes in which one superpower or the other is represented by the troops of a third or "proxy" nation--as in Korea, where Communist Chinese "volunteers" battled U.S. and other UN forces, or in South Vietnam, where U.S. military "advisers" participate directly in the struggle against South and North Vietnamese Communist guerrillas.

LESS-POWER COMPETITION:

Under the umbrella of this superpower confrontation, the lesser powers (including allies on each side, such as Britain and France, China and Cuba) enjoy some latitude in the pursuit of old-fashioned power politics. There are "neighborhood" arms races in the Middle East, South Asia, Africa and (decreasingly so) in Latin America. Relative military power and force, or the threat of it, influence small-power diplomacy throughout the world---India and Portugal over Goa and the other Portuguese enclaves, India and Pakistan over Kashmir, Indonesia and the Netherlands over West Irian (West New Guinea), Indonesia and Malaya over the formation of the Federation of Malaysia, the United Arab Republic and Saudi Arabia over the civil war in Yemen, the Dominican Republic and Haiti over the principles of political asylum and diplomatic immunity, and so on.

REGULATING ROLES OF THE SUPERPOWERS:

An important regulating factor in the competition among lesser powers is universal recognition that the superpowers are unlikely to allow any "local" conflict to inflate to the proportions where it may explode as a showdown issue between the superpowers themselves. Since super military power is in the hands of only two nations, all other nations are relatively limited in their ability to defend themselves from major attack. For a few of these nations the threshold of self-reliance is fairly high---Britain, with substantial conventional power and a modest nuclear striking capability; France, with modern conventional forces and the bare beginnings of nuclear capabilities; Communist China with massive conventional power; Sweden and Switzerland, with elaborate underground civil defense installations and formaidable self-defense forces that would take a heavy toll of any invader, even a nuclear-armed invader intent on occupying (rather than obliterating) either country.

Yet for all lesser powers--Britain and France, as well as Sweden and Switzerland, or Japan or Israel or Venezuela--national security ultimately depends on the ability and willingness of one or both superpowers to intervene on their behalf, or to contain or supress any dangerous local hostilities.

In a sense, therefore, and only to a degree, the lesser powers can afford some recklessness in their power politics because their security--or rather, any serious threat to the stability of the international system--is of direct concern to the competing superpowers. To a very real extent, the superpowers set the limits of tolerance on conflicts involving the lesser powers, including their own allies.

INTERACTION BETWEEN POWER LEVELS:

There is also a complex interplay between power levels. It is a process which sometimes imposes restraints on the actions of the superpowers. Under other circumstances the interplay opens up opportunities for either or both superpowers to capitalize on a local conflict and to try to manipulate it in favorable directions.

If a brushfire war poses no real threat to the interests of either the United States or the Soviet Union, and is obviously not a threat to the general peace, the superpowers may not intervene at all---even if there is a formal military alliance which provides technical grounds for intervention. The United States, for example, made no move to aid its NATO ally, Portugal, when India marched on Portuguese Goa and other enclaves of the Indian subcontinent.

If a brushfire conflict does threaten superpower interests, or the general peace, a superpower may intervene in an unusual way. In 1962, when war over West Irian seemed a possibility between Soviet-equipped Indonesia and the Netherlands, a U.S. ally in NATO, the United States applied diplomatic pressure on the Netherlands to accept a settlement which gave the Indonesians virtually everything they asked. (The settlement was labeled a compromise since it involved a brief transition, under UN authority, from Dutch to Indonesian sovereignty and, technically, a later plebiscite by the people of West Irian.)

In this instance, the United States was apparently less concerned with the merits of the conflicting territorial claims of the two lesser powers than with the long-term political consequences of the dispute. Indonesia's pivotal role in Southeast Asia imposed certain pressures and restraints on U.S. policy.

The border conflict between India and Communist China produced an even more complex interplay between power levels. When there appeared to be some real danger that ill-prepared Indian troops might be overrun by Communist Chinese forces, the United States (and Britain) responded to Indian requests with immediate and substantial military aid. Some Soviet military aid also arrived in India during the border fighting, although the quantity and timing of the shipments suggested that Moscow's purpose was more political and psychological than military. While the threat of superpower intervention may have had no effect on subsequent Communist Chinese policy, the event nonetheless demonstrated that when war breaks out at the lesser-power level, the great powers, especially the superpowers, are usually concerned and may intervene to halt the conflict or to try to influence its course.

In some situations, one superpower or the other (or both) considers it advantageous to its own long-range interests to encourage or manipulate a conflict between smaller powers, or to intervene directly (or indirectly, by proxy) in a smaller-power conflict to influence the outcome of the struggle. The civil war in Laos is an example. U.S. advisers and military aid backed one faction while another faction received Soviet supplies, Communist Chinese equipment and advisers and Communist North Vietnamese troop support. Similarly, U.S. government agencies have, in the past, assisted an anti-Communist revolution in Guatemala (1954) and an unsuccessful Cuban-exile invasion and subsequent exile raids against Castro Cuba (1961-62). In these same operations, the Soviet Union was aiding the opposition.

Finally, the lesser powers are occasionally successful in deliberately imposing certain restraints on the actions of one or both superpowers. The UN is the usual forum for doing so and the technique is most successful when it involves the small-power mediation in a superpower deadlock. During the Cuban missile crisis, the nonpermanent members of the Security Council were influential both in delaying a showdown vote (which became unnecessary when Moscow finally admitted the presence of its missiles in Cuba and agreed to withdraw them) and in keeping open backstage channels of mediation between Moscow and Washington. (The crisis was finally resolved, however, in direct exchanges of correspondence between President Kennedy and Chairman Khrushchev.)

Small-power influence is also an important factor in the OAS. Latin America's deep antipathy to U.S. intervention in the affairs of its neighbors undoubtedly influences U.S. policy toward Cuba. It was perhaps a factor in the absence of open U.S. combat support for the Cuban exiles in the 1961 Bay of Pigs invasion and has tended to limit U.S. freedom of action since then.

THE CUBAN CRISIS

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QUESTIONS FOR CONSIDERATION:

1. What are the four fundamental characteristics of the contemporary power system? What are the unwritten "rules" of the Bi-Polar System?
2. What are the ways the U.S. and Russia are in direct conflict?
3. What is it that only U.S. and Russia have the capability of doing?
4. What is it that the Americans and the Russians want to avoid?
5. What is it that "rules" permit the superpowers to do?
6. How far will the superpowers permit a local conflict to go?
7. Why can the lesser powers be somewhat reckless?
8. What are the possible ways in which this crisis can be settled short of international violence?
9. What other outcomes are possible?
10. What is most likely to happen in this crisis? Why?
11. How "safe" is the Bi-Polar System? Do you think it to be a good system? Why or why not? What do you think should be done to improve it?

CONFLICT RESOLUTION

WAR AND PEACE #8

ISSUE: What Is A Hero?

CONFLICT RESOLUTION
WAR AND PEACE #8

ISSUE: What Is A Hero?

What is a hero? Does the type of hero depend upon the age in which we live, the age of the hero-worshiper, or just what does determine who the heroes are? Are heroes more plentiful in war or peace times?

In America, hero worship is part and parcel of life. As small children we gather pictures of professional athletes. Later we idolize rock and roll singers and collect their records, or perhaps television or film stars. The optimum in hero worship is seeing the "hero" or "heroine" in person or getting an autograph. When we get close to a celebrity we somehow share the limelight, and for a brief moment, we become famous also!

All through our lives we tend to "look up" to someone. This person may be a political figure, a minister, priest or rabbi, a college professor, a teacher, a doctor, a lawyer--or it may be a neighbor who appears to "have it made", and you wish you could be just like him or her.

But, the basic question remains--what is a hero? When does a person become a hero, for how long, and when do we tend to even forget his or her name? For example, who was the second man on the moon? Yes, we all remember the first man on the moon as Neil Armstrong, but who went with him? Edwin "Buzz" Aldrin is his name.

Another aspect of a hero is must he or she be alive, or do some people become heroes only after death? Are some heroes, such as President John F. Kennedy, almost like two people--the living skipper of a PT boat and political leader--and the fourth assassinated president in our history?

What happens to heroes who are idolized one day, and perhaps later disgraced? Take, for example, the story of Spiro T. Agnew, an idol of the conservative population who was found to be an income tax evader. What happens to the dreams and aspirations of those hero-worshipers?

OBJECTIVES:

When finished with this packet, the students will be able to:

1. Define the various aspects of a "hero" or "heroine", by describing those who idolize this person, and for what reasons they do so.

2. List their current heroes and identify the reasons for these selections.
3. Examine the reasons why some "heroes" endure while others do not.
4. Discuss and develop some conclusions about such terms as "charisma", "appeal", "crowd-pleaser", "colorful", "Madison Avenue approach", "hero-image", etc.
5. Compare their "heroes" with those of their parents, and describe the differences between the two lists, as well as the similarities.
6. Examine how a fragmented society such as ours develops "heroes" for certain groups, such as labor groups, women's libbers, racial and ethnic groups, age groups---and perhaps some people have no heroes at all!
7. List well known sports, television, musical, and political figures of the past ten years and attempt to select from this those who really qualify as "heroes" and "heroines" and tell why they do.
8. Analyze their need for heroes.
9. Discuss the rise and fall of "heroes" who depend upon events for their public exposure such as wars, scientific achievement, or political elections.

ACTIVITIES:

1. Select a biography of a well-known person whom you as a student idolize and, after reading it carefully, discuss this person's
   a. Achievements--in what area?
   b. Failures--and what was done about them.

2. Arrange a debate among several students in the class on this topic: "Resolved that all heroes have disappeared in today's society." Select two debaters to take the "pro" side of this and two to take the "con" side of this topic. Arrange for one person to handle the rebuttal on each side.
3. Prepare a chart showing various types of well-known people who have been famous over the past ten years. List two or more "heroes" or "heroines" as you see them under each category, then list others that seemingly do not qualify as heroes. Describe the differences between those who qualify and those who do not.
4. In the 1974 baseball season, Hank Aaron broke Babe Ruth's lifetime homerun total of 714. Examine all of the similarities and differences between these two "sluggers". How many seasons did each play, what about pitchers and other aspects of the game in their two eras If you had to select one of these as your hero, which one would you select and why? Give a complete report to the class.

5. Do a research paper on what happened to the signers of the Declaration of Independence, to show the price of being a hero.
6. Do a similar research paper on what happened to those servicemen who raised the flag on Iwo Jima in World War II.
7. Give a report on the Examiners Gallery of Great Americans highlighting the lives of those who are not well-known today, and explain why they are not. Discuss why some of these Americans have "endured" while others have not.
8. Analyze the rise, fall and apparent rise again of the hero--worship of policemen and law-enforcement personnel. As a basis for class discussion, talk to a policeman and ask him how he views his job. Then talk to an "older" policeman and ask him how his job has changed in the past 15 or more years, and why, (better still, bring two such policemen into the school and have them talk to your class). Compare your own image of local or state policemen, with the F. B. I.
9. Report on a hero discussion with your parents. Who are your heroes? Whom do your parents idolize? Are the two lists similar or different? Explain why.
10. Prepare a vocabulary list of words relating to heroes and hero worship; define each word or phrase and give examples of people who exemplify these characteristics.
11. Analyze the rise and fall of some well-known political figures such as Winston Churchill, Spiro Agnew, or Lyndon Johnson. Describe what factors contributed to their successes and declines as leaders.
12. Research Ralph Nader's life and achievements. Is he a hero? Tell why he may be considered a consumer's hero but a manufacturer's enemy.
13. Make a list of popular political leaders throughout American History whose fame was first made possible through a war. Analyze the reasons why Americans elect military heroes to office.
14. Make a list of well-known leaders of the Anti-War Movement in the recent Viet Nam War. Describe their motivations and why they should be or should not be idolized.
15. Put it all together. Write an extensive paper on "heroes" in class without use of notes or help from anyone, emphasizing those areas of this topic as your teacher directs. Attempt to answer clearly, "What Is A Hero?" List the qualities you look for and give examples.

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CONFLICT RESOLUTION

ENVIRONMENT #1

ISSUE: The Tragedy of the Commons

ISSUE: The Tragedy Of The Commons.

During the past few years humankind has been passing through increasingly rapid changes. Modern science and its technological applications have created a world increasingly bound together through a network of communication, transportation, economic trade and the threat of massive nuclear war. In the words of Barbara Ward Jackson,

> ".....Planet earth, on its journey through infinity, has acquired the intimacy, the fellowship and the vulnerability of a spaceship."

We must get used to the idea of earth as a tiny spaceship, racing through space with life support systems that can fail and destroy its passengers. In such a close community, there must be rules for survival. In this packet, we will try to focus our attention on a "parable"--or a little fictitious story that illustrates a basic principle of life. Your task will be to apply the parable to the basic problem of "spaceship earth."

OBJECTIVES:

When finished with this packet, students will be able to:

1. Understand the meaning of the parable of the commons.
2. Apply the parable to major problems on "spaceship earth" by discussing issues of ecological balance, economic welfare, social justice and war prevention, explaining these problems in terms of the parable.

ACTIVITIES:

1. Read the hand-out "The 800th Life Time", which consists of a number of randomly chosen facts and opinions relating to modern global society. When you are finished, discuss the following questions:
    a. How do you feel after reading "The 800th Life Time"? Why?
    b. Can you develop a list of what this author seems to be saying are the major problems facing the people of the world now and in the future?
    c. Can you briefly summarize the major point that the author of "The 800th Life Time" is trying to get across?
    d. Do you agree with his point of view? Why or why not?
2. Read the hand-out "The Parable of the Commons", when you are finished, discuss the following questions:
    a. Which farmer's actions make the most sense--the one who refrains from adding to his own herd when it appears that grazing land is becoming more scarce, or the farmer who takes advantage of the first farmer's restraint and adds to his herd?

- b. What is the major point of the parable? (What is the tragedy of the commons?)
- c. Is this parable applicable to global society?
- d. If so, in what ways? Can you give examples?
- e. In what ways might earth be viewed as a spaceship? Give examples.

3. You might wish to do some further reading into the problems facing spaceship earth, or perhaps view some films or engage in some simulations. The Bibliography which follows contains some useful sources for further study.

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Films: These films are excellent, thought-provoking films. They can be rented fairly inexpensively. For more information, consult your local media center or film distribution center.

Future Shock
People By The Billions, 28 minutes, black and white
The Hat, 18 minutes, color
The Hole, 15 minutes, color
Boundary Lines, 12 minutes, color
Picture In Your Mind, 16 minutes
Lord Of The Flies

Simulations:

Baldicer, John Knox Press, Box 1174 Richmond, Virginia 23209.
Sixth grade through high school. Deals with problem of food supply. Twenty to forty players, $20.00.

Conflict, Simile II, 1150 Silverado, LaJolla, California 92037.
A simulation with a futuristic setting dealing with problems of coping with increasing political complexity of the world. Twenty-four to forty-two players, $25.00.

Ecology, Urban Systems, Inc., 1033 Massachusetts Avenue, Cambridge, Massachusetts 02138. Sixth to ninth grade. Board game that illustrates relationships between man's activities and his natural environment. Two to four players, $10.00.

Guns And Butter, Simile II, 1150 Silverado, LaJolla, California 92037. Seventh grade through high school. Game of international relations which deals with problems of war and peace. Twenty to forty players, $25.00.

Pollution: Negotiating A Clean Environment, Instructional Development Corporation, P. O. Box 805, Salem, Oregon 97304. Seventh through twelfth grade. Focuses on social implications of environmental problems. Four to thirty-two players.

THE 800th LIFE TIME

If the last 50,000 years of man's existence is broken down into lifetimes of 62 years, we are now in our 800th life time.

600 of those life times have been spent in caves.
6 of those life times have seen the printed word.
4 of those life times have been spent in accurately measuring time.
2 of those life times have seen the use of the electric motor.

The Acceleration of Change:

Before 1500, Europe produced 1,000 books per year.
By 1950, we produced 120,000 titles per year.
By 1960, 1,000 titles per day.

In the 30 year period from 1970 to 2000, it is estimated that we will produce more books than were produced from 3,000 BC to date.

There are 60,000,000 pages of material published in the world each year.

In 1946, one computer took ten seconds to multiply a large number that would take a mathematician one year tc complete by hand and mind. Today, our advanced computers can work 10,000,000 times faster than the computer of 1946.

We double production (total output of goods and services) in advanced society every 15 years. Within the life time of one youngster, there are five doublings. There is 32 times as much production when he died as there was when he was born.

Culture shock is what happens when a traveler suddenly finds himself in a place where yes may mean no, where a "fixed" price is negotiable, where to be kept waiting in an outer office is no cause for insult, where laughter may signify anger. It is what happens when the familiar psychological cues that help an individual to function in society are suddenly withdrawn and replaced by new ones that are strange or incomprehensible.

Take an individual out of his own culture and set him down suddenly in an environment sharply different from his own, with a different set of cues to react to--different conceptions of time, space, work, love, religion, sex, and everything else--then cut him off from any hope of retreat to a more familiar social landscape, and the dislocation he suffers is doubly severe. Moreover, if this new culture is itself in constant turmoil, and--if worse yet--its values are incessantly changing, the sense of disorientation will be further intensified. Given few clues as to what kind of behavior is rational under the radically new circumstances, the victim may well become a hazard to himself and others. This is Future Shock.

THE TRAGEDY OF THE COMMONS

Let Q equal the energy derived from burning 33,000 million tons of coal.

Before 1850, we burned less than 1/2 Q's per year.

By 1900, we were burning an average of 1 Q per century.

By 1960, we were averaging 10 Q's per century.

One half of all the energy consumed by man in the past 2000 years has been consumed in the last one hundred years.

1850--four cities of over 1,000,000 population.
1900--nineteen cities of over 1,000,000 population.
1960--one hundred forty-one cities of over 1,000,000 population.
Today, in America, we add the equivalent of one city the size of Tulsa, or Jersey City every day. In the world, we add three Philadelphias each day.

DDT tends to inhibit photosynthesis in oceans. This is the process by which oxygen in the earth's atmosphere is replenished.

The oceans produce 70% of the oxygen in the earth's atmosphere.

Noted scientist, Glenn Seaborg, is worried about the "greenhouse effect" which arises from the great amount of carbon dioxide in the atmosphere. The 6 billion tons of carbon dioxide poured into the atmosphere each year could cause a thermal blanket, raising earth temperatures, creating an oven effect under the blanket and roasting us all.

Of the 500,000,000 known forms of life that have existed, 498,000,000 are estimated to be extinct.

This year in the United States, comprising 6% of the world's population, 40% of the world's resources were consumed.

In the United States each individual, on the average, consumes 5-7 tons of fuel and 5 tons of mineral, food and forest products per year.

One American consumes and pollutes more than does 25 Indians.

One car dumps 7 pounds of waste in the atmosphere per day.

In 1960, we manufactured 6.7 million cars.
In 1980, we will probably manufacture 12.6 million cars.
In 2000, we could be manufacturing 25.9 million cars.

In 1967, Americans produced:

200 million tons of smoke and fumes.
7 million junked cars.
20 million tons of waste paper.
45 billion cans.
28 billion bottles.
20,000 strip mines equaling 153,000 acres of virgin land per year.

Each year, Americans produce 500,000 tons of combustible garbage. By 1980, we should be producing 1,000,000 tons of combustible garbage.

A plan has been proposed by a responsible scientist that we rocket our excess garbage into orbit.

Anti-knock gasoline from airplanes falls into the seas at the rate of 250,000 tons per year.

Imagine how much better 700,000,000 rich Chinese could do!!!!!

It cost us 33 billion dollars to reach the moon.

Congress refused to pass a rat control bill for rat-infested cities due to the inordinately high cost of 2,500,000 dollars.

World military expenditures:
1964.....132 billion
1965.....138 billion
1966.....159 billion
1967.....182 billion

The United States and the U.S.S.R. spend 2/3 of the world's total amount of money expended on military goods and services each year.

Last year, the United States sold more than 4,000 tanks; 2,000 airplanes; and 1,000,000 rifles to other nations.

One Polaris submarine carried enough firepower in 1970, to destroy 175 large cities.

"No man is an island entire to himself...Ask not then for whom the bell tolls---it tolls for thee." Paraphrase of a poem by John Donne.

THE PARABLE OF THE TRAGEDY OF THE COMMONS

Picture a pasture open to all. It is expected that each person will attempt to keep as many cattle as possible on the commons. Each farmer calculates his own advantages by reference to the enlargement of his own herd. The gain that results from each additional animal added to the herd is an increase to the farmers' wealth, while a decision not to expand in view of increasingly limited grazing capacities will not prevent other less thoughtful farmers from adding to their herds. When the sum of each farmer's separate herds pushes up against the carrying capacity of the land, the consquences are ecological overload and disaster!

CONFLICT RESOLUTION

ENVIRONMENT #2

ISSUE: Environment: Just A Game

CONFLICT RESOLUTION
ENVIRONMENT #2

ISSUE: Environment: Just A Game !

In this activity packet, we will attempt to create a situation that occurs daily in our society. It is the conflict of environmental quality vs. the economic success. Everyone today is jumping on the ecological bandwagon at the expense of what made America great--industry. Is it possible to continue to stress the improvement of our planet, ecologically speaking and disreguard the business community? Can these two great forces--the business world and the environmentalists reach a compromise?

The situation is three-fold:
- A. B and B Mining Corporation
- B. Pennsylvania's Agency on Environmental Control
- C. Panel of Judges

plus an evaluation committee.

RULES:
1. Class will be divided into four committees:
   - A. B and B Corporation Committee
   - B. State Department Committee
   - C. Panel of Judges Committee
   - D. Evaluation Committee
2. B and B Corporation Committee must select the President of the Corporation and an attorney.
3. State Department Committee must select an attorney to prosecute the case.
4. Panel of Judges Committee must select three judges from their group.
5. Evaluation Committee must meet and create the criterion that they will use to evaluate the role playing and be prepared to give a report at the conclusion. Refer to Introductory Packet #2: Can We Learn To Express Our Views Clearly And Effectively?
6. All non-active participants can only communicate with active participants by written notes.

OBJECTIVES:

Following the completion of this packet, you will be able to:
1. Demonstrate an understanding of the conflict between the environmentalists and the business world through role-playing;
2. Become aware of the processes of logical thinking by preparing their roles in the role-playing activity;

3. Appreciate the concept that there are two sides to a story by taking and defending a position with which they might not fully agree.

CASE:

The B and B Mining Corporation has played an important part in the development of industry in Western Pennsylvania. They have supplied coal from their mines to the major steel making companies in Eastern United States (particularly the Gorley Steel Company of Philadelphia), for many years.

The B and B Mining Corporation employs 900 persons. It has been in operation some 50 odd years, at it's location on the National Railway Line, just 35 miles East of Belltown, along the Youghiogheny River. The corporation owns one thousand acres of land on which 700 of the 900 workers live. The little town that has sprung up on this land is called Bartersville. The housing facilities in Bartersville are very poor because the mine shafts run under the property levels of the homes. The reservoir is the only source of water; it comes directly from the river. The river is also the only sewage system in Bartersville.

The processes of mining at the B and B mines have not changed in 35 years. They are still dumping the waste from washing the coal into the river. The waters of the Youghiogheny River have become yellow with chemicals. Many miners suffer from Black Lung, which is a disease common to coal miners.

And, now the B and B Company is facing competition because other small mines in the area are sending their coal by rail to the new U.S. Steel Foundry in Perrysville, some 50 miles to the South. The B and B Company cannot sell to U.S. Steel because of their contract with the Gorley Corporation in Philadelphia, some 300 miles away by rail. The company is beginning to lose money, so they have hired some experts to investigate the steel market.

Recently, however, they have been named in a suit by the Pennsylvania State Agency for Environmental Control as a major contributor to the pollution of streams and rivers in Western Pennsylvania.

The case will be heard in your local court with Mr. William Bryan, President of the B and B Mining Corporation, along with his attorney Robert Thorpe being present. Representing the State will be Joseph Wells. A special panel of three judges will hear this case.

The case opens as Mr. Wells presents the charges.....

SOME HELPFUL HINTS FOR ROLE-PLAYING:

1. What are Pennsylvania laws concerning the polluting of streams?
2. What kind of evidence would be useful in this case?
3. How important is the mining industry to Western Pennsylvania?
4. How important is the steel industry to Pennsylvania and the United States?
5. How much knowledge should a judge have to render a just decision?
6. What happens if the environmentalists drive the steel industry out of Pennsylvania?
7. Does this affect your community? your family?

BIBLIOGRAPHY:

In addition to sources provided by your school library, the readings listed in Packets Environment #3, and Environment #4, will be helpful in providing background information.

QUESTION FOR FURTHER CONSIDERATION:

Are there similarities to the problem (posed in this packet) on international levels? Give examples.

CONFLICT RESOLUTION

ENVIRONMENT #3

ISSUE: A Town Deals With Noise

Man-made Annoyances In The
Living Environment

CONFLICT RESOLUTION
ENVIRONMENT #3

ISSUE: A Town Deals With Noise.....Man-Made Annoyances In The Living Environment.[1]

With the sales of automobiles, motorcycles, trailbikes, and mini-bikes booming in our country, the question arises -- are the youth involved in solving the problems of our environment or are they part of the problem?

In this packet, we listen to a recording that deals with noise pollution--not bikes, but jet airplanes.

"A school class discusses the problems in our environment which have been created by the growth of modern civilization. The students and the teacher then give their attention to one such problem in their community: the noise and potential hazard caused by jet air traffic from a nearby airport. In response to a local newspaper editorial, the students offer their ideas for solving the problem."[2]

Listen to this recording and try to relate it to your own community's ecological problem. Then listen to another record which deals with pollution of a river. Relate the two problems posed in these records to your own community, and try to list some local problems of the same type.

OBJECTIVES:

After completion of this packet, the students will:

1. Become more aware of environmental conflicts that exist in our society;
2. Identify the numerous forms of environmental pollution by examining the present pollution laws;
3. Analyze the conflict between the environmentalists and the business community by gathering data from various sources listed in the Bibliography, and by contacting people in the community; and,
4. Develop attitudes about the "greatest good for the greatest number" as applied to the two situations in the records.

ACTIVITY:

1. Listen to the record "At Issue: The Quality of Life -- A Town Deals With Noise" and consider the following questions taken from the index:

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"Can you give examples of man-made annoyances which exist in your community? What steps have been taken to remove these annoyances?

"What government regulations exist which are designed to control man-made problems of this kind?

"What organized, private efforts are there to cope with the problems such as air pollution?

"When a large expense is involved in removing a man-made hazard, who should be responsible for assuming the cost? Discuss this question in terms of the causes of air pollution.

"What man-made problems can you identify which are now relatively small problems but which may become worse in the future? What might we do now which would prevent these problems from getting worse?"[1]

2. Listen to the record "Issues In American Democracy -- An Industry Uses A Town River" and discuss the various viewpoints presented by the speakers.
3. Invite the school solicitor or another attorney to visit the class to explain several key environmental laws dealing with strip-mining, air and water pollution, etc.
4. Read one or more of the books listed in the Bibliography and present a report to the class on the environmental problem, showing the various viewpoints (industrialist, environmentalist, etc.).
5. Discuss ecology with two government officials and two business men in your community and report your findings to the class.

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[1] Published by permission of H. Wilson Corporation.

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CONFLICT RESOLUTION

ENVIRONMENT #4

ISSUE: Ecology And Man: Are They
Friends Or Enemies?

CONFLICT RESOLUTION
ENVIRONMENT #4

ISSUE: Ecology And Man: Are They Friends Or Enemies?

We hear many statements today about saving our environment, but how seriously do we accept these words? We hear about polluted water, mercury adulterated sea-food, impure air, "stripped" land, wildlife becoming extinct, etc. All of these areas make interesting reading, but how often do we relate these problems to the source---man? The big question remains then, will man bring about his own extinction?

If man is the chief contributor to ecological disaster, man also holds the hope of the future in his hands. This packet attempts to clarify this challenge---will man accept it?

OBJECTIVES:

Upon the completion of this packet, the student will be able to:

1. Develop a critical evaluation of the ecological problem as it exists in our state and nation, with specifics dealing with the local community;
2. Develop a broad background in the ecological readings so that discussions may be based upon facts, rather than opinions;
3. Set up some guidelines for each student to show how he or she can be a better ecological citizen;
4. Set up some challenges on a national and international level, to show how ecological disaster affects the world, not just a river or a town.

ACTIVITIES:

1. Show the slide-cassette series: Man And His Environment In Harmony And Conflict, and discuss in detail.
2. Make a list of vocabulary words associated with ecology and prepare a bulletin board display. (See Teacher's Guide, Man And His Environment In Harmony And Conflict, pp. 11-13.)
3. Write a paper on social costs vs. financial costs of improved ecological procedures, (See Bibliography), and report to the class.
4. Write a paper on population control and its impact upon ecological balance, (See Bibliography), and report to the class.

5. Take a field trip to a local industry and discuss the ecology problem with leaders at that industry.
6. Invite local government officials to speak to the class on local ecology problems.
7. With a group discussion or panel, attempt to answer the basic question posed by the title of this packet.

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Stockwell, Edward G.: Population And People, Chicago, Illinois, Quadrangle Books, Inc., 1968.

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Man And His Environment In Harmony And Conflict, White Plains, New York, The Center For Humanities, Inc., 1971, two carousels of slides, cassette, and records.

CONFLICT RESOLUTION

ECONOMIC WELFARE #1

ISSUE: Poverty--A Work Of Art?

CONFLICT RESOLUTION
ECONOMIC WELFARE #1

ISSUE: Poverty--A Work Of Art?

Poverty has always been evident in the development of man. Many people have been able to go through a lifetime without really experiencing the anguish of poverty, and not really having any identification with it.

The subject of poverty has been used by many painters and sculptors. Through the media of art, sometimes we are able to see and experience things which we cannot experience otherwise. Because of this, perhaps one of the ways to learn about poverty is to look at what painters and sculptors have to say. This packet is designed to help you begin to interpret and understand visual communications.

OBJECTIVES:

Following the completion of this packet, you will be able to:

1. Recognize and identify paintings and sculpture that use poverty as subject material;
2. Understand and appreciate what the artist is saying about poverty;
3. Form some personal insight into poverty; and,
4. Relate pictures of "poverty" to the simplicity of other pictures, and explain the similarities.

ACTIVITIES:

1. Look at paintings and sculpture that have poverty as main subject material. (See Bibliography)
2. Make a list of six artists and their works showing some aspect of poverty.
3. Analyze at least four of these art works from the standpoint of what the artist is trying to communicate and your reaction to it.
4. Imagine that you are an artist--look around your own area for an example of poverty that you might use for subject material.
5. Do a painting, sketch or sculpture showing your reaction to poverty.
6. Develop either a montage or collage using poverty as subject material.

BIBLIOGRAPHY:

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Johnson, Una E. (ed.): Paul Cadmus--Prints and Drawings 1922-1967, Brooklyn New York, Brooklyn Museum, 1968.

Laning, Edward (ed.): Reginald Marsh, New York, New York, American Heritage Publishing Company, October, 1972.

Schapiro, Moyer (ed.): Vincent Gogh, New York, New York, H. N. Abrams, 1958.

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CONFLICT RESOLUTION

ECONOMIC WELFARE #2

ISSUE: Is Our Food Really Fit To Eat?

CONFLICT RESOLUTION
ECONOMIC WELFARE #2

ISSUE: Is Our Food Really Fit To Eat?

Would it shock you to hear that some pork sausage produced by a national meat company and sold in your community had some rodent hairs and insect parts in it? What would you say if you were told that frankfurters today are only 60% as nutritious as they were during the 1930's, and yet cost three or four times as much? And what about cereals, are they really athlete-builders?

In this packet you will learn about the Food and Drug Administration, and why there is a need for governmental inspections of the food we eat.

OBJECTIVES:

After completing the work in this packet, you will be able to:

1. Recognize that care and extensive reading are necessary for the best purchasing of food;
2. Recognize how The Jungle by Upton Sinclair was valuable in creating the Food and Drug Administration;
3. Prepare a summary of what the Food and Drug Administration has done in maintaining purity of our food, and where it has failed;
4. Suggest improvements in our present system of inspection and regulation in the food industry.

ACTIVITIES:

1. Read the following:
    - a. Summaries of two news stories on food in this packet.
    - b. The Jungle, by Upton Sinclair.
    - c. Articles dealing with food in recent issues of Consumer Reports. (See Bibliography)
    - d. 200,000,000 Guinea Pigs by John C. Fuller.
    - e. An Encyclopedia report on the Food and Drug Administration.
2. Prepare reports to the class on:
    - a. The Jungle and how it was influential in the development of the Food and Drug Administration.
    - b. 200,000,000 Guinea Pigs and its impact on the consumer public.
    - c. The Food and Drug Administration.
    - d. Consumer Reports articles on food. (Good reports and warnings.)

3. Prepare a list of common factors that have been found contaminating food and present this list in class.
4. Discuss what the consumer can do when:
    a. It is found that contaminated food has been purchased.
    b. Legislative action is necessary to improve food quality.
    c. It is discovered that an industry has been deceiving the buyer through false advertising.
5. Visit a super market and discuss problems of food spoilage with the manager.

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_____: "Peanut Butter", Consumer Reports, May, 1972, 37:286-289.

_____: Frankfurters", Consumer Reports, February, 1972, 37:73-79.

_____: "Frozen Breaded Shrimp", Consumer Reports, January, 1972, 37:27-32.

_____: "Instant Coffees", Consumer Reports, January, 1971, 36:32-35.

_____: "How Safe Is The Food You Eat?--Interview with Dr. Alexander M. Schmidt, Commissioner, Food and Drug Administration", U.S. News and World Report, April 8, 1974, 76:39-42.

SUMMARY OF FOOD-NEWS ARTICLES:

One article published in the past two years, about cereals, indicated that cereals--some of the most heavily advertised brands, have about the same nutritional value as a shot of whisky. Many cereals fail as a complete meal, even with milk. However, small packages frequently cost the most.

Another news article reported finding a mouse in a loaf of bread and a cockroach in a cake. Seventy-five recalls of contaminated food products included 334,000 pounds of popcorn and 24,000 frozen pies. It was estimated that Food and Drug Administration inspections of food lag ten years behind the policing of drugs. Consumer complaints continue to provide the basis for action in many cases!

CONFLICT RESOLUTION

ECONOMIC WELFARE #3

ISSUE: A Social Worker Discovers
A Problem--Economic Protection
For Low-Income Families

CONFLICT RESOLUTION
ECONOMIC WELFARE #3

ISSUE: A Social Worker Discovers A Problem--Economic Protection For Low-Income Families[1]

In this packet we deal with the issue of economic protection for low-income families. However, we don't want to mislead you into thinking that all people, regardless of their economic standing, need consumer protection. Ralph Nader, the Consumer Crusader has opened most peoples' eyes to this fact.

"Interviewing a widow in a low-income district, a social worker discovers that a salesman has sold a misleading subscription food plan to her, resulting in food prices above those available in local stores. The question of who should protect the buyer in such situations is raised: Is the burden on the buyer? Who else can help? How does one get out of such a situation if he cannot afford legal help or does not know where to go for help?"[2]

OBJECTIVES:

When finished with this packet, the students will be able to:

1. List the seven devices of propaganda (See War and Peace Packet #6).
2. Bring to class a definite example of a misleading advertisement from one of the forms of mass media.
3. Investigate the agencies which help the consumer by familiarizing the ways that they benefit the consumer.

ACTIVITIES:

1. Listen to the record "Issues In American Democracy--A Social Worker Discovers A Problem", part 4, segment 1, and consider the following questions taken from the index:

   "In what ways does having money on hand (as opposed to borrowing money) help people save money on large purchases such as furniture?

   "In some cities, food prices are higher in low-income areas than they are in higher income areas. Why would low-income families shop in stores in their neighborhood even though they have higher prices?

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"Name examples of the kinds of extra expense that can result from buying lower-priced, lower-grade products.

"Are there any agencies in your community which give advice to low-income families about how to get their money's worth when shopping?

"Do you know of any incidents, such as the one in the story you have heard, which are designed to confuse people about what they are getting for their money?

"What do you think can be done to protect unaware purchasers from buying false bargains?"[1]

2. The students may discuss the seven devices of propaganda as listed in War and Peace Packet #6, and relate them to examples taken from the media.
3. The students may discuss high-powered salesmanship and relate it to
   a. House-to-house sales.
   b. Fly-by-night roof repairs.
   c. Other local examples.
4. The students may listen to other records (See Bibliography) which illustrate the problem further; also note readings listed under Bibliography and in Economic Welfare Packet #2.
5. The students may write a short essay on "Propaganda And Salesmanship" using real-life examples.

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   a. A Social Worker Discovers A Problem (Part 4, Segment 1).
   b. A Community Faces A Change (Part 6, Segment 2).
   c. A Group of Farm Workers Faces A Dilema (Part 7, Segment 1).

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CONFLICT RESOLUTION

ECONOMIC WELFARE #4

ISSUE: Poverty: Two Perspectives

CONFLICT RESOLUTION
ECONOMIC WELFARE #4

ISSUE: Poverty: Two Perspectives

Poverty is a condition that is "relative" in time and place. If you live in a nation where the average family income is $10,000.00 per year and your family income buys only $3,000.00 of goods and services, then you are living in poverty. If, on the other hand, your family lives in a nation where the average family earns only $60.00 per year, then you will be rich indeed. In this packet we will look at two perspectives on poverty--as we define it in the United States and as others see us.

OBJECTIVES:

When finished with this packet, students will be able to:

1. Appreciate the enormous difference between the economic well-being of the United States, as a whole, compared with the rest of the world.
2. Understand the relative nature of poverty and view it as partly a definitional problem.
3. Understand that poverty is largely socially and psychologically defined, and that the problem of poverty is not so much a matter of adequate food, shelter and clothing necessary to survive as it is one of expectation and standard of living compared to others in your society.

ACTIVITIES:

1. Read the article entitled "Exactly Who Are The Poor?" which is included in this packet. When finished, discuss the following questions:
   a. How is poverty defined in this article?
   b. Would you agree that those defined as poverty stricken in this article should be defined as living in poverty? If so, why? If not, why?
   c. Would you agree with this statement: "Humanity compels our action to reduce poverty, but it is sound economics as well."? Why or why not?
2. Read the article entitled "As Others See Us" which you will find in this packet. When finished, discuss the following questions:
   a. Accepting for the moment that the world could be reduced to a town of 1,000, how would the "non-American" portion view the Americans as a whole?
   b. Could you forsee any conflict in the "town"? What kinds?
   c. What do you think might be some of the likely causes of these conflicts?
   d. Do you think they would be justifiable? Why or why not?
   e. How do you think the poorer Americans might feel about the richer members of their group? Would their feelings be about the same as non-Americans? Explain.
   f. Are there any ways to settle the conflicts and remove the feelings you have mentioned, or are they just not capable of being solved? Why?

   g. "Poverty is relative." Explain what this means.

3. Discuss the quote "We are caught up in a world-wide revolution of rising expectations, both within and between nations."
   a. What does the quote mean?
   b. Do you agree with it?
   c. If true, what problems are likely to be caused by this "Revolution?"
   d. How can these problems be dealt with or should and can they be? Why? How?
4. Play the simulation game Star-Power*, which deals with potential conflict between "Haves and Have Nots." How did you feel about your role in the game? Do you think people in the real world have similar feelings? What did you learn in the game that you feel increased your understanding of the problem of poverty within and between nations?

---

*See Bibliography for details on where to order Star Power.

EXACTLY WHO ARE THE POOR?

The Council of Economic Advisers conceded "there will always be some Americans who are better off than others," but said it need not follow that "the poor are always with us."

Just who are the poor? The council says the poor are those who are not now maintaining a decent standard of living, those whose basic needs exceed their means to satisfy them.

For its statistical and comparative purposes, the council defines the poor as those families with less than $3,000.00 of income a year, or under $60.00 per week.

In the country as a whole, 9.3 million families or one fifth of the 47 million families in the United States are poor, judged on that basis.

More than a third of the 30 million people in these poor families are children, and they make up one-sixth of the nation's youth. More than a million families are raising four or more children each on less than $3,000.00 a year.

Even so, poverty does not afflict as many Americans today as it did in previous generations, or as it did even 15 years ago. The percentage of families with money income of less than $3,000.00 a year (figured in 1962 dollars) dropped from 32 in 1947 to 20 in 1962. The actual number of poor families went down from 11.9 million to 9.3 million during those 15 years.

Yet, the rate of decline has slowed down. The number declined by two million from 1947 through 1956 but went down only another 600,000 in the next six years.

LANDMARKS GIVEN:

Where are the poor found? The council gives some landmarks:

*Of the poor, 22 percent are non-white, and nearly half of all non-white live in poverty.

*The heads of more than 60 percent of all poor families attended no more than grade school.

*Of all non-white families headed by a person with eight years or less of schooling, 57 percent are poor.

*One-third of all poor families are headed by a person over 65, and almost half of all families headed by such a person are poor.

*Of the poor, 54 percent live in cities, 16 percent on farms and 30 percent as rural non-farm residents.

*More than 40 percent of all farm families are poor and more than 80 percent of non-white farmers live in poverty.

*One-fourth of the poor families are headed by a woman but nearly half of all families headed by a woman are poor.

So, the poor tend to be non-whites, poorly educated, members of families headed by an older person or by a woman, and living on farms.

But, that is not all. Poverty breeds poverty. The council adds:

"A poor individual or family has a high probability of staying poor. Low incomes carry with them high risks of illness, limitations on mobility and limited access to education, information and training. Poor parents cannot give their children the opportunities for better health and education needed to improve their lot.

"Lack of motivation, hope and incentive is a more subtle but not less powerful barrier than lack of financial means. Thus the cruel legacy of poverty is passed from parents to children."

Regionally, the incidence of poverty is the highest in the South, where a third of the families are still poverty-stricken. It is the lowest in the Northeast where 14 percent of the families are poor. In the North Central region which includes Michigan, 18 percent of the families are impoverished.

SCHOOL DROPOUTS:

The poor have more dropouts from school, a smaller percentage of high school graduates, a higher unemployment rate and lower incomes than their more fortunate fellow citizens.

They also lose more time from work, school and other activities.

As might be expected, the highest incidence of poverty is found among employees in the unskilled occupations. A 1963 study of the occupations of the heads of families found that 74 percent of the domestic workers were poor. So were 56 percent of the farmers or farm managers and 23 percent of the common laborers.

PRECIOUS ASSET:

The importance of training explains the emphasis the administration will put upon education. As the council said in its report:

> "All Americans will benefit from this progress (against poverty). Our nation's most precious resource is its people. We pay twice for poverty: once in the production lost in wasted human potential, again in the resources diverted to coping with poverty's social by-products. Humanity compels our action, but it is sound economics as well."

.....Based on 1970 statistics.

AS OTHERS SEE US

If all the people in the world could be reduced proportionately into a theoretical town of 1,000 people, the picture would look something like this.

In this town, there would be 60 Americans with the remainder of the world represented by 940 persons. This is the proportion of the population of the United States to the population of the world, 60 to 940.

The 60 Americans would have half the income of the entire town with the other 940 dividing the other half. These same 60 Americans would use up more than 50 percent of all the resources in the town and create 60 percent of all the pollution problems.

About 330 people in the town would be classified Christians; 670 would not. At least 80 townspeople would be practicing Communists, and 370 others would be under Communist domination. White people would total 303 with 697 non-white.

The 60 Americans would have an average life expectancy of 70 years, the other 940 less than 40 years on the average. The 60 Americans would have 15 times as many possessions per person as all the rest of the people. The Americans would produce 16 percent of the town's food supply. Although they eat 72 percent above the maximum food requirements, they would either eat most of what they grow, or store it for their own future use at enormous cost.

Since most of the 940 non-Americans in the town would be hungry most of the time, it would create some ill feelings toward the 60 Americans, who would appear to be enormously rich and well fed to the point of sheer disbelief by the great majority of the townspeople. The Americans would also have a disproportionate share of electric power, fuel, steel and general equipment.

Of the 940 non-Americans, 200 would have malaria, and three would have leprosy. Forty-five would die from malaria, cholera, typhus, and malnutrition. None of the 60 Americans will ever get these diseases or probably ever be worried about them.

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CONFLICT RESOLUTION

ECONOMIC WELFARE #5

ISSUE: Is The Gap Getting Wider?

CONFLICT RESOLUTION
ECONOMIC WELFARE #5

ISSUE: Is The Gap Getting Wider?

One of the most serious problems facing the passengers on space ship earth involves the distribution of its wealth. Almost all of us realize that economic resources are unevenly spread among the nations and peoples of the world. This gap between the rich and the poor can be seen in two ways: First, in terms of "rich" nations and "poor" nations; and, secondly, in terms of the rich and the poor within each nation. In this packet, we will focus mainly on the gap between the rich nations and the poor nations, but for those of you interested in the gap between the rich and the poor within nations, some suggestions for further exploration will be made in this packet. The question with which we are concerned can be stated as..... "Is the Gap Getting Wider?"

OBJECTIVES:

When finished with this packet, students will be able to:

1. Define the concept "Economic Gap."
2. Determine, through the interpretation of data, the degree to which a "gap" exists and the extent to which it is increasing.
3. Develop a list of possible explanations for why the gap exists.
4. Develop a list of possible ways in which the "gap" could be narrowed.
5. Evaluate the list of possible ways in which the gap could be narrowed in terms of possible effects and their own value preferences.

ACTIVITIES:

1. Make overhead transparencies of the graphs and charts found in this packet. Discuss each one by first describing what it tells us and then discussing how the students feel about it (what does it mean to them, if anything).
2. Discuss the interrelationships between the data on the different transparencies, i.e., "what does it all add up to?" Is there a gap? Why do you think it exists? How could it be narrowed? Would you approve of each of these suggestions? Why or why not?
3. Speculate on the significance and interrelationship of the data for the year 2000. Given this data, what can we expect by the year 2000?
4. Write a predictive scenario for the year 2000 based on the data included in this packet. Have others in the class or in small groups react to it and make suggestions for improving your scenario.

WORLD POPULATION

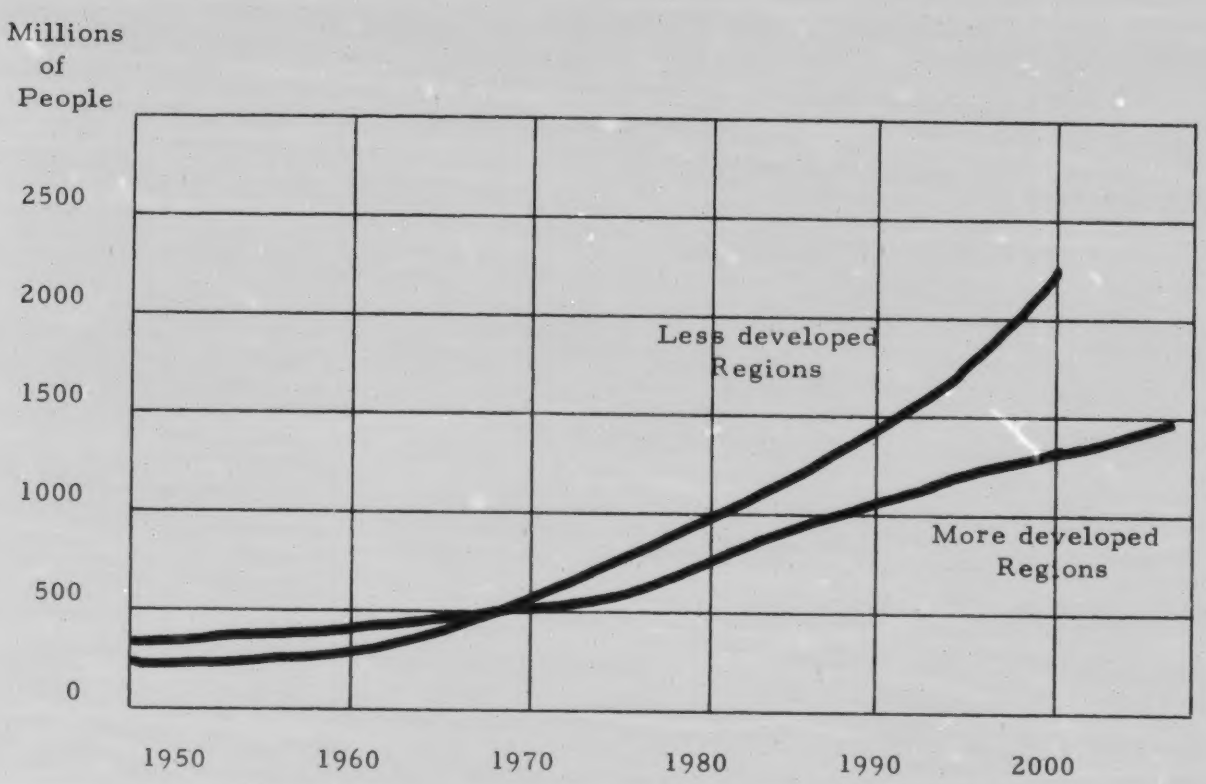
Source: Donald J. Bogue, Principles of Demography. New York, John Wiley and Sons, 1969.

FOOD PRODUCTION

Source: U.N. Food and Agriculture Organization, The State of Food and Agriculture 1970. Rome, U.N. Food and Agriculture Organization, 1970.

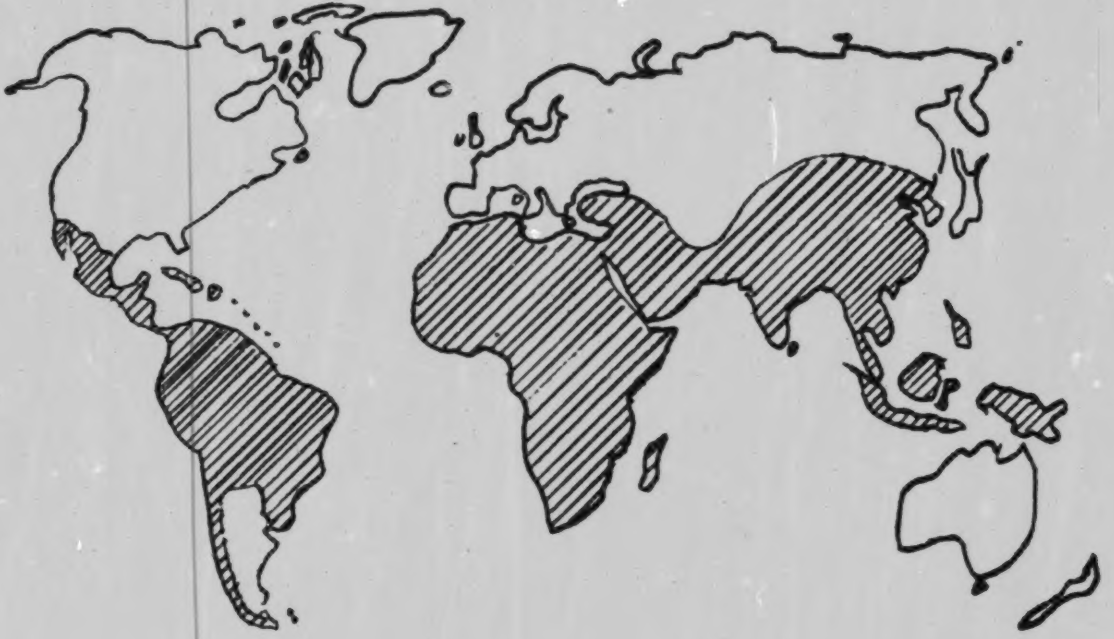
Transparency #2

WORLD URBAN POPULATION



Transparency #3

THE HAVES AND HAVE-NOTS



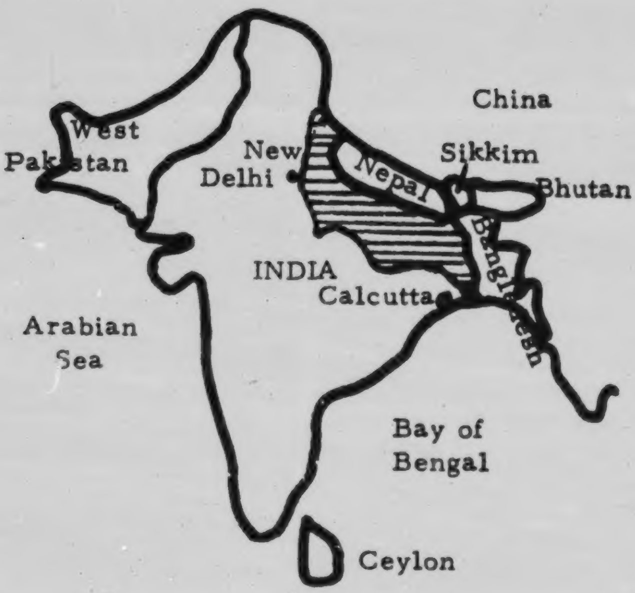
□ Well fed countries. Total population 876 million. Daily calorie intake averages 3,050 per person.

▨ Poorly fed countries. Total population 2,136 million. Daily calorie intake averages 2,150 per person.

Transparency #4

EXAMPLE OF FAMINE AREAS

▤ India, as an example. Current famine areas.


China
West Pakistan
New Delhi
Nepal
Sikkim
Bhutan
INDIA
Calcutta
Bangladesh
Arabian Sea
Bay of Bengal
Ceylon

Population in 1966.....490 million

Population in 2000.....981 million

Transparency #5

GROWING GAP BETWEEN RICH AND POOR NATIONS
(assuming 3 per cent annual growth)

The following tables and graphs have been removed for copyright reasons.

Source: Bruce M. Russett, unpublished paper.

Transparency #6

ECONOMIC AND POPULATION GROWING RATES

Source: World Bank Atlas, 1970.

GROSS NATIONAL PRODUCT PER PERSON PREDICTED FOR THE YEAR 2000*

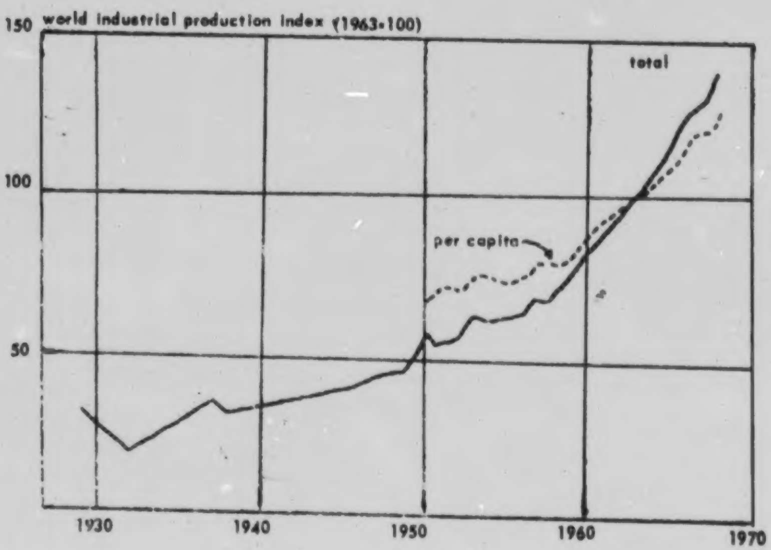
Peoples Republic Of China	100
India	140
U. S. S. R.	6,330
United States	11,000
Japan	23,200
Nigeria	60
Federal Republic of Germany	5,850

*Based on 1968 dollar, with NO allowance for inflation.

PERCENTAGE DISTRIBUTION OF INCOME IN THIRTEEN SELECTED COUNTRIES

Fig. 32. Source: Thomas E. Weisskopf, "Capitalism, Underdevelopment and the Future of Poor Countries," World Law Fund Occasional Papers, no. 2. New York, World Law Fund, 1972.

WORLD INDUSTRIAL PRODUCTION



Sources: U.N. Department of Economic and Social Affairs, Statistical Yearbook 1956 and Statistical Yearbook 1969. New York, United Nations, 1957 and 1970.

World industrial production has been growing exponentially 7 per cent a year. Many authorities studying the future are concerned because industrial growth, while highly desirable to raise living standards, is directly related to the depletion of natural resources and pollution.

Transparency #10

DEATHS FROM DOMESTIC GROUP VIOLENCE
(PER ONE MILLION OF POPULATION)

Source: Bruce M. Russett, Trends in World Politics.
New York: MacMillen, 1967, page 137. For period 1950-1962.

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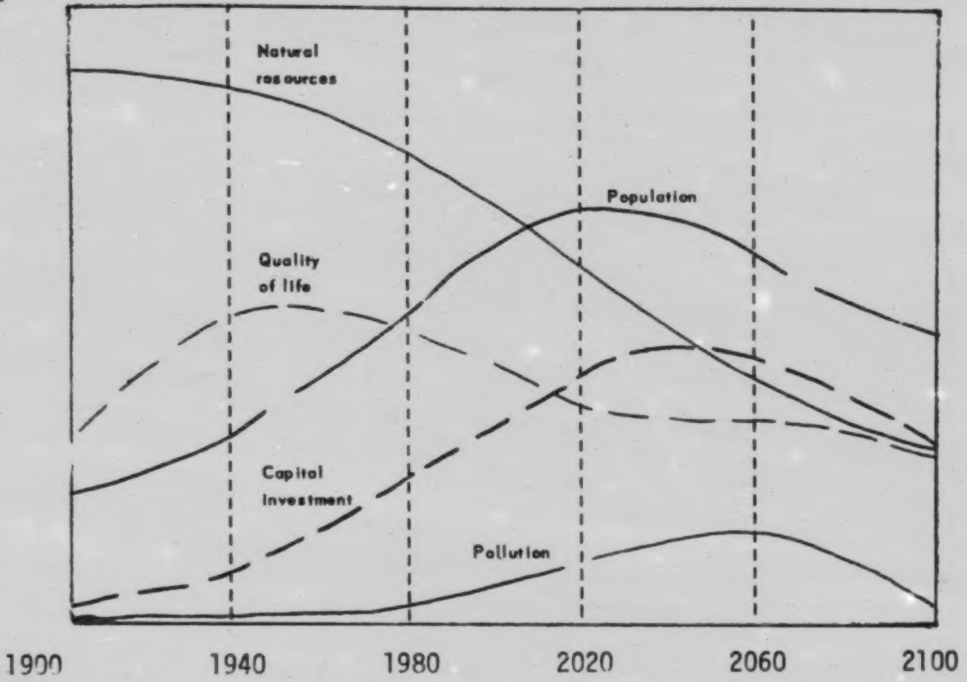
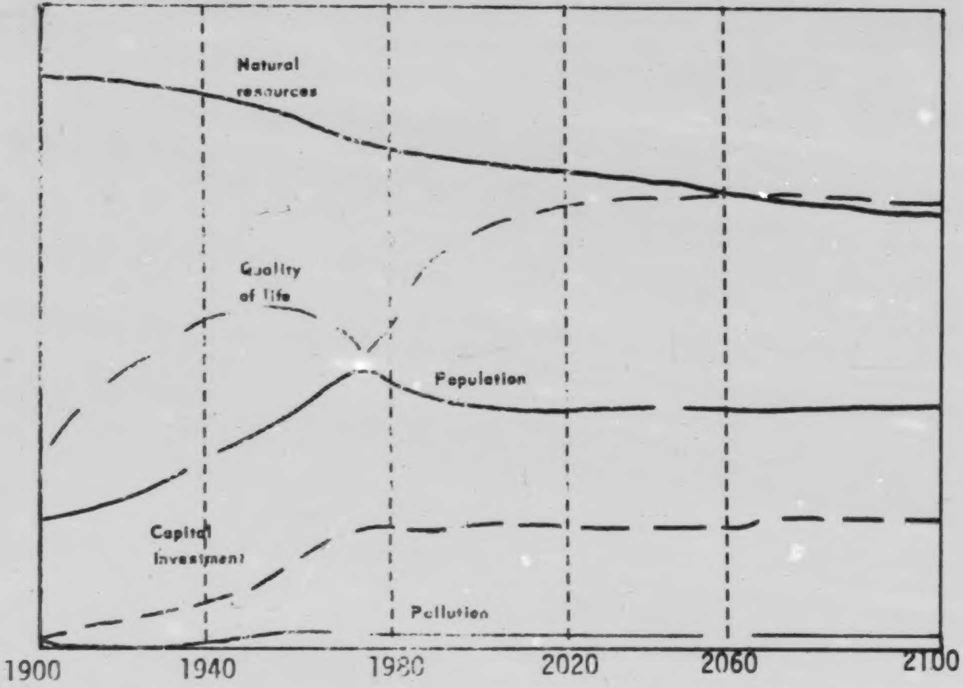
PESSIMISTIC AND OPTIMISTIC WORLD FUTURES

PESSIMISTIC VIEW



OPTIMISTIC VIEW



Graphs based on ones printed in Technology Review, Alumni Association of M.I.T., Vol. 73, No. 3, January, 1971.

"Capital investment" is a measure of economic growth. "Quality of life" includes such factors as material standard of living, crowding, food, and pollution.

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Four short and interesting books for those interested in exploring the question "Is The Gap Getting Wider?" are listed below. The first two deal with the United States and the last two with the "under developed" nations. All are still VERY current.

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______: Poverty Patterns of Civilization-America, 488 Madison Avenue, New York, New York 10022, Division of New York Times Media Company, Cambridge Book Company, 1972. (A specially designed unit on poverty for junior high and senior high students.)

Heilbroner, Robert L.: The Great Ascent (Harper Torchbooks), 10 East Fifty-third Street, New York, New York 10022, Harper and Row Publishers, 1963.

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CONFLICT RESOLUTION

SOCIAL JUSTICE #1

ISSUE: Analyzing and Clarifying Human Rights

CONFLICT RESOLUTION
SOCIAL JUSTICE #1

ISSUE: Analyzing And Clarifying Human Rights.

In every area of the world, problems involving human rights arise. These problems are not easy to deal with, largely because we have problems even trying to clearly define what we mean when we talk about human rights, and, even more seriously, because we often face situations where the protection of one group's rights are alleged to violate the human rights of still other groups. This packet contains an exercise entitled "Procedures For Analyzing And Clarifying Values Related To Human Rights." Unlike most other packets in this material, this packet is, in effect, a teaching unit, to be utilized by the teacher in the presentation of the issue of human rights. Most materials to be used by students are also found in this packet or the student and teacher are told where to find them.

OBJECTIVES:

When finished with this packet, students will be able to:

1. Apply a five step analytic and clarifying procedure for defining and choosing value goals.
2. Define the concept "value goal."
3. Know and apply a five step analytic and clarifying procedure for defining and choosing value goals.

ACTIVITIES:

1. The teacher should read "Procedures For Analyzing And Clarifying Values Related To Human Rights" by Margaret Carter and Betty Reardon and follow the teaching procedures described in this article. A portion of the UN Charter and two brief newspaper articles from the New York Times are included for student use. Other materials which might be useful in teaching about social justice and human rights are easily obtained and cited in the teaching procedures.

MATERIAL FOR TEACHERS

PROCEDURES FOR ANALYZING AND CLARIFYING VALUES RELATED TO HUMAN RIGHTS*

by Margaret Carter and Betty Reardon

Introduction:

The following pages have been removed in order to conform with copyright law.

The purpose of this article is to suggest a set of procedures for secondary social studies teachers to use in proposing and evaluating the abilities of various institutions to achieve five value goals: war prevention, economic welfare, social justice, democratic participation in public policy formation, and ecological balance.

[1] Readers interested in a fuller description of world order studies are invited to write to the Institute for World Order, 1140 Sixth Avenue, 2nd Floor, New York, New York 10036.

[2] Sample case materials are available from the Institute For World Order.

Miss Carter teaches in the College of Education at the University of Hartford.
Miss Reardon is School Program Director for the Institute For World Order.

*Reprinted with the permission of the Pennsylvania Council for the Social Studies.
Taken from: The Social Studies Journal, Winter, 1972.

PP. 150-154 WERE

[redacted] MISSING FROM THE DOCUMENT THAT WAS
SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

UNITED NATIONS CHARTER

The preamble to the UN Charter reads as follows:

> WE THE PEOPLE OF THE UNITED NATIONS DETERMINED: to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal right of men and women and of nations large and small, and to establish conditions arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom. . . . .

© 1970 by the New York Times Company, Reprinted by permission.

By Marvine Howe, Special to The New York Times.

This article describes the discriminatory practices in South Africa, particula in Capetown, which force black women to live, without their husbands in the black "homelands" in order to keep down the black population in white areas where employment is available.

According to census statistics, however, the apartheid policy has not establish a trend for, of the 15 million blacks, 8 million live in white areas, or about twic white population When apartheid began there were 5 million blacks in white areas.

THIS PAGE WAS MISSING FROM THE DOCUMENT THAT WAS
SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

© 1970, by the New York Times Company, Reprinted by permission.

By Marvine Howe, Special To The New York Times.

"The South African way of life," as described in this article, includes swimming pools and tennis courts galore for the white S. African but also includes complete insensitivity to the needs of the African black.

THIS PAGE WAS MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

1. What are the values of McMenamins?
2. What political institutions make it possible for them to live by these values?
3. What are the political values underlying these institutions?
4. How do these political values relate to the U. N. Charter Preamble?
5. Could the McMenamins reconcile their values with the U. N. statement?
6. Do the McMenamins have alternatives?

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Raths, L. E., Harmin, M. and Simon, Sidney: Values and Teaching, Columbus, Ohio, Charles E. Merrill Publishing Company, 1966.

Simon, Sidney et. al.: Values Clarification: A Handbook of Practical Strategies for Teachers and Students, New York, New York, Hart Publishing Company, 1972.

Simon, Sidney, "Promoting The Search For Values," Educational Opportunity Forum I, 4:84, Fall, 1969. (Special issue on Psychological Humanistic Education), Albany, New York, State Education Department.

Simon, Sidney and Bohn, Mary Bradford: "What Schools Should Be Doing About Values Clarification," NASSP Bulletin, 58: 54 - 60, February, 1974.

Westerhoff, John H. III: How Can We Teach Values?, Philadelphia, Pennsylvania, United Church Board for Homeland Ministers, 1969.

_____: The Social Studies Journal, Ritter Hall, Temple University, Philadelphia, Pennsylvania, Pennsylvania Council for the Social Studies, Winter, 1972.

For Students:

Bender, David: Constructing a Life Philosophy, Anoka, Minnesota 55303, Greenhaven Press, 1973.

_____: AEP Public Issues Series, Columbus, Ohio 43216, American Education Publications (40¢ per title):

1. Colonial Africa
2. Status
3. Organizations Among Nations

For Students Continued:

4. Moral Reasoning
5. Social Action

_____: "The Issue: Why The Search For Values?"

_____: "Why Preserve The Past?"

_____: "Simulation: What Are Your Values? Find Out With This Test."

All three above articles taken from *Senior Scholastic*, 104: 16-22, May 2, 1974.

CONFLICT RESOLUTION

SOCIAL JUSTICE #2

ISSUE: What Is The Right To Protest?

CONFLICT RESOLUTION
SOCIAL JUSTICE #2

ISSUE: What Is The Right To Protest?

We are living in a world where both individuals and groups are eagerly and angrily protesting. Such protests against established practice and opinion are not new as the history of protest dates back to ancient Greece and Rome. This packet should help students to recognize the peace and value of protest in attempting to change a current situation. Hopefully, students will also recognize the limits that should be placed upon individual and group rights to protest.

OBJECTIVES:

Following the completion of this packet, students will be able to:

1. Develop a background on the history of protest and write on this topic;
2. Recognize the importance of protest as a means of bringing about a change in established practices or opinion;
3. Decide through contemporary examples whether violent or non-violent protest is a more helpful means to an end; and,
4. Suggest the limitations that should be placed on an individual's right to protest.

BEGINNING ACTIVITIES:

1. Read the following-----
   a. Voices of Dissent (See Bibliography)
      Chapter 2--"Is Dissent Something New?"
      Chapter 3--"What Should Be Done About Dissent?"
      Chapter 4--"Causes of Dissent."
   b. Daily newspapers and current magazines for examples of protest situations.

2. View the following-----
   a. Civil Disobedience sound filmstrip (See Bibliography)
   b. Concord: A Nation's Conscience sound filmstrip (See Bibliography)
   c. The Literature Of Protest sound filmstrip (See Bibliography)

DEVELOPMENTAL ACTIVITIES:

1. Cut out articles and pictures from current newspapers and magazines that are concerned with protest, both violent and non-violent, and be prepared to comment on them. Try to follow-up as many of the news articles as possible.

2. After viewing the three sound filmstrips and discussing each one, make a list of selected "protestors" in these filmstrips, the techniques they used, and the successes they attained.
3. Four American presidents have been assassinated as a form of individual protest. Research each of these assassinations and attempt to draw conclusions about the success or failure of these individual protests. (If desired, four students could share this assignment.)

CONCLUDING ACTIVITIES:

1. Create a bulletin board size collage in which you picture forms of both violent and non-violent protest.
2. Prepare an oral report in which you briefly explain what provoked the assassinations of our presidents and comment on whether or not this form of violent protest was successful in bringing about any reform. (If four students have done research on this assignment, each student should present his findings before the class.)
3. After you have collected various news articles of actual protests, write a paper in which you discuss the pros and cons of non-violent and violent protest. Attempt to draw conclusions from your readings and the filmstrips as to which form of protest is more successful in bringing about needed change and discuss what limitations might be imposed on violent protestors.

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Bishop, Jim: The Day Lincoln Was Shot, New York, New York, Harper and Row, 1955.

Hurwood, Bernhardt: Society And The Assassin, New York, New York, Parent's Magazine Press, 1970.

Kane, Frank: Voices of Dissent: Positive Good Or Disruptive Evil, Englewood Cliffs, New Jersey, Prentice Hall, Inc., 1970.

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_____: The Literature of Protest (3 filmstrips, 2 records, plus Discussion Guide), Pleasantville, New York, Guidance Associates, 1971.

CONFLICT RESOLUTION

SOCIAL JUSTICE #3

ISSUE: When Values Of Different Cultures Come Into Conflict, Which Value System Should Be Followed?

CONFLICT RESOLUTION
SOCIAL JUSTICE #3

ISSUE: When Values Of Different Cultures Come Into Conflict, Which Value System Should Be Followed?

In Australia, the earliest inhabitants are called Aborigines. They cultivate no food crops and have no domesticated animals except dogs and no permanent dwellings. In the primitive state, clothing amounts to little more than a cloak of skins worn in cold weather.

They live entirely by hunting and their principal weapons are spears, sometimes used with a spear thrower, hatchets with stone heads and boomerangs. The population of the Aborigines has decreased to about 50,000 because of treatment received from early white settlers. The Australian government has now made humane provisions for protecting the Aborigines.

The Australian people presently are not unlike many of the modern people of many countries. Their value system is a bit more conservative than, let us say, that of the United States.

The value systems of the Australians and the Aborigines are quite naturally very different. This difference of values can at times cause conflicts to occur between these two cultures.

A typical example of the two conflicting value systems is shown in the following summary of a news article.

Summary Of A News Article

A story coming out of Sydney, Australia, in September, 1973, revealed that a seven-year-old Aboriginal girl, who had spent most of her life in a foster suburban home, was being sent back to her tribe against her will. This was due to a marriage contract made at her birth between her natural father and a middle-aged man, her husband-to-be.

Australian officials admitted that this girl would be destined to spend her life living in a rustic shack along the Cadell River, in the hinterlands.

The girl had lived with the foster family in the suburban home, with all of the comforts and advantages, since a few months after her birth in a welfare settlement. The girl's natural father had permitted this arrangement due to the health of the girl, but had also insisted at that time that this would not be permanent, due to the marriage contract.

The girl spent nearly seven years living happily with the foster parents and their six other children, and began to attend school, when she was removed by an official of the Aboriginal Affairs Department. The Department apparently is not only powerless to intervene in the best interests of the girl, but must follow the wishes of the natural father.

OBJECTIVES:

When finished with this packet, the students will be able to:

1. Contrast the differences between the Aborigines and Australian value systems.
2. Identify the differences and similarities between the newspaper article found summarized in this packet and the musical "My Fair Lady."
3. Specify a certain position as to "rightness" or "wrongness" of the situation as the summary of a news story reported it.
4. Support the idea that conflict is caused by the lack of sensitivity toward a contrasting value system by identifying other examples of value-conflicts.
5. Relate their own value systems to that of another society and describe how contrasting value systems can operate without conflict.

ACTIVITIES:

1. Read "Summary of a News Article" and discuss the following topics:
    a. Values in suburbia;
    b. Aborigines' values;
    c. Individual rights; and,
    d. Group rights.
2. Create a chart illustrating the system of values of the Aborigines and the Australians. Use National Geographic articles in the Bibliography.
3. Class discussion--the record "My Fair Lady." Compare similarities and differences between the record and the Summary of a News Article.
4. Written report--Investigate and report one similar situation where there has been a conflict between groups of people that have contrasting systems of values. (See Social Justice Packet #4.)
5. Debate: Show multi-media production "Legal and Illegal--The Dispossession of the Indians". Select four students to defend the legality of colonists in early America, and four students to take the position that the colonist's action was illegal.

6. View and listen to "The Japanese Americans". Discuss the following terms:
    a. Double-standard
    b. Americanize
    c. Prejudice
    d. Discrimination
    e. Minority groups
    f. Legal discrimination
    g. Institutional discrimination

    Refer to the teacher's manual for further activities and ideas.
7. The Teacher's Guides should be utilized for "No Man Is An Island: An Inquiry Into Alienation" and "Who Am I"; both multi-media presentations can be useful for expanded discussion in this packet.
8. Summarize what has been learned through this packet with a student-review discussion, an essay-type test, and teacher explanations.

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No Man Is An Island: An Inquiry Into Alienation, White Plains, New York 10603, Center For The Humanities, Inc., 1971.

The Japanese Americans, Stanford, California 94305, Multi-Media Production Corporation, 1971.

Warner Brothers Pictures Present My Fair Lady, New York, New York 10019, Columbia Record Company.

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CONFLICT RESOLUTION

SOCIAL JUSTICE #4

ISSUE: Can Loyalties To One Group
Bring People Into Conflict
With Others?

CONFLICT RESOLUTION
SOCIAL JUSTICE #4

ISSUE: Can Loyalties To One Group Bring People Into Conflict With Others?

This packet illustrates the complex picture of laws, religion and business, and how the laws may create conflict.

OBJECTIVES:

Following the completion of the work in this packet the students will be able to:

1. Examine laws which tend to favor one religious group over another (reading of King James Version of the Bible in school, etc.);
2. Review the situation described in this packet and list alternatives which the Jewish citizens might have taken;
3. Develop a solution to the problem which would appeal to all groups.

ACTIVITIES:

1. Read the story of the Crown Kosher Super Market and its problem.
2. Discuss the various aspects of the problem by role-playing. Some students should represent the Crown Kosher Super Market, others should represent the legislators who wrote and passed the "Sunday Closing Laws", and a third group should represent the courts as possible mediators.
3. Research and report on several church-state Supreme Court Decisions which attempted to resolve similar problems in schools, such as:
   McCollum v. Board of Education 333 U.S. 203 (1948)
   Engle v. Vitale 370 U.S. 421 (1962)
   School District of Abington Twp. v. Schemp 374 U.S. 203 (1963)
4. Invite an attorney to speak to the class to review the ways in which legislators and city councils may favor one religious group over another.
5. Discuss the story with emphasis upon these questions:
   a. What was the original basis for the Sunday Closing Laws being enacted?
   b. Discuss the "unfairness" about these laws to minorities, plus the apparent "fairness" to the majority of citizens.
   c. Do you agree with the plan chosen to change these laws? Why or why not?
   d. Project the ultimate Supreme Court Decision, then read and discuss the handout sheet which explains this decision.
   e. Is this story a good example of conflict resolution? Why or why not?

6. Write a theme on the topic "Fairness Includes The Minority," illustrating what you have learned in this packet. (Or, select #7 as an alternative activity.)
7. Write a theme on the topic "How Crown Kosher Super Market Reacted To The Supreme Court's Decision" using your own imagination.

Gallagher, Chief of Police of the City of Springfield, Massachusetts
v.
Crown Kosher Super Market of Massachusetts (1961)
366 U.S. 617

Some years ago Massachusetts, like many other states, passed a series of laws entitled "Sunday Closing Laws." These laws forbid people to work or transact business on a Sunday. One portion, called "Observance of the Lord's Day" provided that a person could be arrested and fined the sum of $50.00 for operating a store or transacting business on Sunday.

Naturally, there were exceptions granted in the law such as parks, restaurants and theaters. Provisions were also made for local or county governments to grant or deny permission for some other businesses to be open on Sunday.

This law had its origin in the Christian religion, as most Christians believe that Sunday is their "holy day" or "sabbath" and most work calendars set this day aside for rest, worship and relaxation. However, some Christians consider Saturday as their "holy day", based upon Exodus 20:8-11, and Orthodox Jews consider sundown on Friday until sundown on Saturday as their "sabbath".

In the city of Springfield, Massachusetts, where nearly 10% of the population is Jewish, the problem of which "sabbath" became a local issue and eventually reached the Supreme Court of the United States. The Crown Kosher Super Market was owned by four Orthodox Jews and had a high percentage of Jewish customers. The owners and customers felt that celebration of the Jewish sabbath, followed by the legal Sunday Closing placed their business on a very unsound economic level, since they could only be "open" five days per week if they closed on their "sabbath" and on Sunday. This also handicapped Orthodox Jewish Rabbis in supervising the condition of kosher meat so that this meat would comply with Orthodox Jewish dietary laws.

Some Jewish citizens decided that they would make a "test case" out of the situation, and planned to break the Sunday Closing Laws and endure the arrest, etc. This would give them the opportunity to insist that the courts declare these laws unconstitutional. The citizen group included the four owners of the Crown Kosher Super Market, three customers and a Jewish Rabbi.

What do you think happened? Use the Bibliography to discover the final decision.

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Swisher, Carl Brent: Historic Decisions of the Supreme Court, Princeton, New Jersey, D. Van Nostrand Company, 1969 (Paperback).

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HANDOUT SHEET (Separate from Packet)

THE DECISION by the United States Supreme Court on Gallagher v. Crown Kosher Super Market (1961)

Six justices held that the Massachusetts Sunday Closing Laws do not violate equal protection of the laws. These justices pointed out that the Crown Kosher Super Market could have opened at sundown Saturday and according to the laws could have opened until 10:00 a.m. on Sunday. While this would not be the most convenient hours for owners, rabbis and customers, this could not be considered an injury of constitutional importance. Another aspect was the protection of employees and citizens from work and noise on a Sunday. When one store opens, others must also open to avoid unfair competition. This would encourage a seven-day work week and one justice stated that a seven-day work week means six days of pay for seven days of work. Accordingly, the six justices held that the laws were not "religious", that the free exercise of religion was not violated, and that the statute was within the state's power.

Three justices dissented for the following reasons:

1. These laws compel an Orthodox Jew to choose between his religious faith and his economic survival.
2. The Court has exalted administrative convenience (keeping the laws and sabbaths intact) so that one religion has become economically disadvantaged.
3. What happens if Orthodox Jews controlled a state legislature and passed a law making it a crime to open a shop on Saturdays, or Moslems grew in political strength and passed a law making it a crime to open a shop on Fridays? The majority decision may encourage this type of action.

Similar opinions were written in three companion cases, McGowan v. State of Maryland, Two Guys from Harrison-Allentown v. McGinley, and Brownfield v. Brown--all in 1960 and 1961.

CONFLICT RESOLUTION

SOCIAL JUSTICE #5

ISSUE: A Man Seeks Legal Help--
Justice For The Disadvantaged

CONFLICT RESOLUTION
SOCIAL JUSTICE #5

ISSUE: A Man Seeks Legal Help: Justice For The Disadvantaged[1]

This packet deals with one of our Constitutional rights...the right to legal counsel. We will listen to a recording which describes an interesting story. "An obviously poor man is served notice by his creditors to pay his bills or go to court. He tries to obtain a lawyer to ask for a delay based upon illness. A private lawyer asks a fee that the man cannot pay. The public defender available through the city does not want to spend a great deal of effort on the case. A social worker who hears of the problem discusses it with the city attorney".[2] Listen to the record closely, and offer your own solution to the problem. You may need additional knowledge before arriving at your conclusion. Use the Bibliography and other sources available in your school library, before attempting to answer the questions.

OBJECTIVES:

Following the completion of work in this packet, you will be able to:

1. Determine what the Constitution of the United States says about the right to legal counsel;
2. Reinforce the statements in the Constitution by researching some landmark Supreme Court decisions on the topic; and,
3. Compare the type of American Justice demonstrated in the materials, with the justice you might expect in a totalitarian state.

ACTIVITIES:

1. Listen to the record "At Issue: The Quality of Life; A Man Seeks Legal Help." Take notes as you listen.
2. Read through the Bill of Rights and list those amendments which specifically refer to the issue in this packet.
3. Individual students should research the landmark cases, such as Gideon v. Wainwright; Escobedo v. Illinois; Powell v. Alabama; Miranda v. Arizona; and, Slochower v. Board of Education, and report their significance to the class.
4. Contact the local or county court officials to determine who provides legal aid in cases such as discussed in this packet. Invite this attorney to speak to the class and relate his or her experiences.

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5. Discuss, after carefully reading, the two case studies listed in the Bibliography, dealing with "The Right To Counsel" and "The Privilege Against Self-Incrimination".
6. Discuss other aspects of this problem such as those that follow:
    a. "What legal help is available in your community for people who cannot pay for a private lawyer?
    b. "What incidents have you encountered in which people who cannot afford a lawyer have been in need of legal aid?
    c. "Contact your local court and try to find out who provides legal assistance to those who cannot afford to pay a lawyer on their own.
    d. "Are there any non-government groups in your community which offer legal aid to those who need it?
    e. "Is a person who is asked to appear in court necessarily a criminal? Give examples to support your answer.
    f. "Why do you think it is -- or is not -- necessary to have professional legal advice before appearing in court if summoned to appear?
    g. "What do you think can be done to insure legal protection for everyone in our society?"[1]
7. Draw your own conclusions about this case, and write your reasons in a short paper.

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CONFLICT RESOLUTION

SOCIAL JUSTICE #6

ISSUE: Eviction From Private Property

CONFLICT RESOLUTION
SOCIAL JUSTICE #6

ISSUE: Eviction From Private Property.

If we believe that one's home is one's "castle", then a sudden action which might require a change of residence can be the cause of conflict. This packet uses a Summary Of A News Article dealing with such a situation to illustrate the problem.

Another objective of this material is to structure a method of problem solving. It is reasonable to assume that if individuals find a workable method of solving problems, the solutions should be justifiable. For, after all, we must have a basis for the conclusions reached whether the problem is of international scope or between individuals.

OBJECTIVES:

In order to attain these objectives, the students should refer back to Introductory Packet #2, "Can We Learn To Express Our Views Clearly And Effectively? ".

1. The students will analyze a situation described in a news story and discuss their reactions.
2. The students will structure a method by which this problem in the news story could be solved.

ACTIVITIES:

1. Students should read the introductory material and objectives in this packet.
2. Students should read the Summary Of A News Article and attempt to establish who is to blame, by arranging from "most to blame" to "least to blame" from the following list:
    a. Mr. Fenton
    b. J. C. Hibbs Company
    c. Mrs. Parsons
    d. The Government
    e. Society in general
3. Students should be arranged in groups of four or five to attain group consensus.
4. Groups present their conclusions and justifications to the class, with conclusions listed on the chalkboard.
5. Teacher reviews possible solutions with class and presents the consequences of some of these solutions.

6. Teacher again presents the model for problem solving listed in Introductory Packet #2, as follows:
    a. Identify the problem;
    b. List possible alternatives;
    c. Consider the consequences of each alternative; and,
    d. Find a justifiable solution.
7. Teacher again reviews with class the alternative methods of resolution of conflict, discussed earlier in Introductory Packet #1, and relates each method to the situation described in this Social Justice #6 packet.

BIBLIOGRAPHY:

_____: "The Eviction," Senior Scholastic, 104: 8 - 12, May 2, 1974.

SUMMARY OF A NEWS ARTICLE

Widow Awaits Eviction

A story coming from an urban community in 1972, shocked many readers. It dealt with a 64-year old widow whose husband died 20 years ago, and whom we shall call Mrs. Parsons. She earned less than $250.00 per month, and lived in the same house for the past twenty-five years. She paid $38.00 per month for rent to occupy this small dwelling.

She received a letter in May, 1972, from the J. G. Hibbs Company which manages the property, advising her to vacate the property by June 15, 1972.

She searched diligently for another place to live, and was unable to locate anything which she can afford to pay on her limited income. She began to pack her belongings into boxes, although she did not know where she will be going, or when.

Contacts with an organization such as the Highway and Emergency Relocation Team (HEART) revealed that Mrs. Parsons is a secondary victim of the mass demolition of homes to make way for a new expressway. A bank is purchasing this property and others in order to construct a new building off the proposed expressway.

Mrs. Parsons serves as a political committeewoman in this ward, and secured her "county" job as a result of her political work. If she is forced to leave this ward, she may also lose her job and then possibly her retirement at age 65.

Mr. Fenton, the owner of the property, sympathizes with Mrs. Parsons. He also plans to retire soon and he is trying to divest himself of his properties. He reports that the property is in "bad shape".

Fenton reported that he would assist Mrs. Parsons in finding a suitable apartment nearby, and probably would overlook the June 15 deadline set by the Hibbs Company.

This news made her burden a little lighter for the moment.

CONFLICT RESOLUTION

AMERICA IN THE MIRROR

SUPPLEMENTARY PACKET #1

ISSUE: What Does America Think Of Itself?

CONFLICT RESOLUTION
AMERICA IN THE MIRROR
SUPPLEMENTARY PACKET #1

ISSUE: What Does America Think Of Itself?

The image that a people has of itself not only reflects what they are, but also shapes -- in fact -- what they are to become. In this packet we will take a look at the results of a recent poll taken by a well-known polltaker, Louis Harris, in order to get some idea of how Americans view their nation "In The Mirror." Before we examine the results of this nationwide poll, however, you will be asked to answer some of the survey questions yourself and compare the results to the findings of Mr. Harris.

OBJECTIVES:

When finished with this packet, students will be able to:

1. Conduct, tabulate and "cluster" by category or subject matter a simple public opinion poll.
2. Briefly summarize the major findings of the Harris Poll included in this packet.
3. Compare the findings of Harris on what America thinks of itself with some selected views of how others see us.

ACTIVITIES:

1. Answer the survey questionnaire without consultation with other students.
2. Administer the questionnaire to at least two students outside of your class and two adults.
3. Read the article "What America Thinks Of Itself."
4. Using the article as your model, tabulate the results of your survey in the same way as they were tabulated in the article. (By percentages) First, tabulate only students as a group, then only adults as a group. How does each group compare with each other? With the results of the nationwide poll? If there are noticeable differences, how do you account for them? One difference might be due to sampling techniques. Get your social studies or math teacher to explain this. Try to think of others.
5. What reactions do you have toward the Harris Poll? Are you satisfied with the conclusions? Do you think they are accurate? Why do you think people tend to feel this way about America?
6. How do the results of the Harris Poll compare with the way people who are not Americans view us. You might want to do some research on this. Ask your librarian for some help in finding sources. Two such sources are listed in the bibliography of this packet.

SURVEY QUESTIONNAIRE

Name_____________________________

1. "People running the country don't really care what happens to you."
   Agree_____ Disagree_____ Undecided_____
2. "What you think doesn't count anymore."
   Agree_____ Disagree_____ Undecided_____
3. "Special interests get more from the government than the people do."
   Agree_____ Disagree_____ Undecided_____
4. "You feel left out of things."
   Agree_____ Disagree_____ Undecided_____
5. "The rich get richer and the poor get poorer."
   Agree_____ Disagree_____ Undecided_____
6. Check EACH box that is appropriate:
   How has Government changed your life?
   Federal Government improved it____ Made it worse_____
   No change_____
   State Government improved it_____ Made it worse_____
   No change_____
   Local Government improved it_____ Made it worse_____
   No change_____
7. "There is something deeply wrong today."
   Agree_____ Disagree_____ Undecided_____
8. "We always have one crisis or another."
   Agree_____ Disagree_____ Undecided_____
9. "The quality of life is steadily improved."
   Agree_____ Disagree_____ Undecided_____
10. "Government can work effectively and well.'
    Agree_____ Disagree_____ Undecided_____
11. "Corrupt politicians are a real problem for most citizens."
    Agree_____ Disagree_____ Undecided_____
12. What is our BIGGEST problem today? (Check one)
    _____Inflation
    _____Lack of integrity in government
    _____Crime
    _____Welfare
    _____Federal spending
    _____Taxes
    _____Pollution and/or over-population
    _____Energy shortage
    _____Education
    _____Alienation
    _____The elderly
    _____Racial discrimination
    _____Unemployment
    _____Foreign policy
    _____Health care
    _____Housing
    _____Other (Explain)____

13. "It is about time we had a strong Federal Government again to get this country moving."
Agree_____ Disagree_____ Undecided_____
14. "Citizens groups are having more effect in getting government to get things done than was the case five years ago."
Agree_____ Disagree_____ Undecided_____
15. Can you name the Governor of Pennsylvania? Yes_____ No_____
Name___________________________
16. What party does he belong to? ________________________________
17. Can you name one of our State's Senators? Yes_____ No_____
Name___________________________
18. What party does he belong to? ________________________________
19. Can you name your U.S. Representative? Yes_____ No_____
Name___________________________
20. What party does he belong to? ________________________________
21. From the list below, check the category containing people whom you most trust:
_____Medicine
_____Higher education
_____Military
_____Television news
_____Organized religion
_____Supreme Court
_____U.S. Senate
_____Press
_____Major companies
_____Executive Branch of Federal Government

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The following three pages have been removed to conform with copyright law.

What America Thinks of Itself
Copyright Newsweek, Inc., Dec. 10, 1973.

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CONFLICT RESOLUTION

THE FUTURE

SUPPLEMENTARY PACKET #2

ISSUE: The Future Of Man

CONFLICT RESOLUTION
THE FUTURE
SUPPLEMENTARY PACKET #2

ISSUE: The Future Of Man.

What will the world be like in the year 2000? This is an interesting question and also one of vital importance to us all. It is difficult, if not impossible, to predict what the future holds in store for us as individuals and as members of the human race. Some attempt to foresee what might lie ahead may, however, help us avoid some possibilities that will not be pleasant for spaceship earth and its passengers. Many social scientists and natural scientists are spending a great deal of time in the art and science of social forecasting. This learning packet contains some ideas about how you can "look at the future," as well as suggestions for now to find material that can help you to understand and even apply social forecasting techniques to the study of the future.

OBJECTIVES:

When finished with this packet, students will be able to:

1. Explore your own attitudes about the future and how they compare with the attitudes of others.
2. Develop some comprehension of the various social forecasting techniques used by social and natural scientists.
3. Apply these techniques to the study of the future.

ACTIVITIES:

1. A short survey has been included below to help us begin to think about the future. This survey may be used in several possible ways:
    a. You may use the survey as a personal inventory. A checklist can be like looking in a mirror. You may see some interesting things...about your own attitudes and values. For example, pick out the one change that you favor most and the one that you favor least. These may give you some clues about things that really matter to you.
    b. Do your own survey. On the blank spaces provided, write some statements of your own. Ask at least twenty fellow students to respond to your statements. Tally the results and try to reach some conclusions. For example, what percentage of those who think a change will occur approve of the change?
    c. Discuss this with fellow students. What kind of future seems likely in, say, the year 2000? In other words, where do we seem to be headed? Decide if you like these trends. What kind of future do YOU want to see for you and your fellow passengers on spaceship earth? What would have to be done to get from where we seem to be headed to where you would like to see us be in the year 2000?

By the Year 2000, taken from a questionnaire developed by Robert Hanvey, has been removed to conform with copyright law.

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2. This activity will require the purchase of one copy of Current Affairs Case Study: 2000 A. D. by your school. The cost is $2.00. For a relatively small extra cost, you may also obtain a filmstrip that is designed to be used with the case study. This material can be obtained by writing:

   R. N. Burch, Director,
   Newsweek Education Department
   444 Madison Avenue
   New York, New York 10022

   The Current Affairs Case Study and filmstrip will introduce you to the use of social forecasting techniques like trend indicator analysis, scenario interpretation, priority evaluation and value clarification. It helps you to apply these techniques in answering the questions "What kind of future do you want?" and "Can you invent your own future?"
3. The future can be studied in an interesting way through the use of science fiction. A useful book for students, as well as teachers, is: Teaching Tomorrow: A Handbook of Science Fiction For Teachers, by Elizabeth Calkins and Barry McGhan, Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio. Don't let the title fool you, students can get a lot of use out of this little book.
4. Use a simulation to examine possible futures. One excellent simulation that focuses on a possible world system in the year 2020 is Conflict: A Simulation Of A Disarmed World. It can be ordered from Simile II, 1150 Silverado, LaJolla, California 92037 at a very reasonable price.
5. View the movie Future Shock. It can be rented from McGraw Hill Films, 1221 Avenue of the Americas, New York, New York 10020, or from any rental library. A free Teacher's Discussion Guide Future Shock is available from Bantam Books, School and College Division, 666 Fifth Avenue, New York, New York 10019. You might want to read the book too. Bantam has that for $1.95. If you use the film, don't forget to remind the teacher to get the film guide from McGraw Hill.

SUGGESTED EVALUATION TECHNIQUES

Student grades in the course may be determined by five means of evaluation. The evaluation will deal with both preparatory materials and the actual course materials. These five means of evaluation are:

1. Quizzes
2. Participation in the classroom
3. Packet completion
4. Projects or activities
5. Student opinion scale.

QUIZZES--preparatory materials such as the book "Taking A Stand" may be evaluated by the use of quizzes.

PARTICIPATION IN THE CLASSROOM--the course is designed to involve the student totally in all phases of the classroom. Participating and discussion should be encouraged and a portion of the student's grade should be determined from class participation. Examples of areas in which students should participate: Notsob Simulation Game, packet discussion, process used in decision-making, etc.

PACKETS--packets assigned to students will be graded on the completion of the assignment in three areas: the written assignment, preparation for discussion of packet material, and the research of the subject material to be determined by a bibliography dealing with this subject.

PROJECTS OR ACTIVITIES--Each student should be responsible for the completion of at least four projects---one project from each of the four following areas:

1. War and Peace
2. Environment
3. Economic Welfare
4. Social Justice

Projects will deal specifically with the materials being studied. They will be presented at the same time that particular topic is being covered. Projects may be designed as individual or group activities, and may include personal involvement activity or a secondary source study. Members of the class who shoose to work in groups are free to select others with whom they would like to work. The projects are generally listed under "ACTIVITIES" in each packet.

Projects may be in the form of written papers or more creative students may undertake other class activities such as art work, visits to areas of local interest, arrangement of the use of resource people visiting the class, etc.

STUDENT OPINION SCALE--the enclosed scale may be adapted for use by the teacher at the conclusion of the course. It is possible to develop statistical scores from the results, averaging each area, to determine student reaction. Also, there is a space for student suggestions at the end of the scale.

School____________________________

Date_____________________________

STUDENT OPINION SCALE

This scale is an attempt to get your general impression of the course you are currently taking entitled "Conflict Resolution In Contemporary Society". You will see that on each line there are two words such as:

	1	2	3	4	5	
exciting	( )	( )	( )	( )	( )	dull

Between these two words are five spaces and somewhere between the two words (or extremes) is your impression about some phase of this course.

To give you an example, if you were asked about your impression of high school football, you might check as follows:

	1	2	3	4	5	
exciting	( )	(X)	( )	( )	( )	dull

but if you were asked about football on television, you might have a different feeling one way or the other. Let us proceed to your impressions of this course and its various parts. Please answer as honestly as you can, for your impressions are vital to your teacher and to other people who work with him in planning this course.

I. My impressions about the media show "Red Alert on Spaceship Earth".....

	1	2	3	4	5	
interesting	( )	( )	( )	( )	( )	uninteresting
good, timely	( )	( )	( )	( )	( )	bad, not relevant
well organized	( )	( )	( )	( )	( )	poorly organized

II. My impressions about the "Notsob Game".....

meaningful	( )	( )	( )	( )	( )	meaningless
rewarding	( )	( )	( )	( )	( )	discouraging
enjoy	( )	( )	( )	( )	( )	dread
practical	( )	( )	( )	( )	( )	impractical
easy	( )	( )	( )	( )	( )	difficult

III. What I learned from the "Notsob Game".....

	1	2	3	4	5	
about many current problems	( )	( )	( )	( )	( )	little value
politics is "alive"	( )	( )	( )	( )	( )	politics is "dead"
one decision affects another	( )	( )	( )	( )	( )	each decision stands alone
war can be prevented	( )	( )	( )	( )	( )	war is certain
we all live on "Notsob"	( )	( )	( )	( )	( )	no relation to our lives

IV. My impressions of the packets.....

up-to-date	( )	( )	( )	( )	( )	out-of-date
well written	( )	( )	( )	( )	( )	poorly written
timulate discussion	( )	( )	( )	( )	( )	boring and dull
covered many topics	( )	( )	( )	( )	( )	too limited in scope

V. My impressions of the course.....

glad to be a part of it	( )	( )	( )	( )	( )	wish I had taken another course instead

VI. I suggest the following additions, revisions, or deletions in planning this course for the future:

One Parting Thought.....

There is an obvious danger in studying "Conflict Resolution." It is the possibility that students may develop a feeling of hopelessness, or an attitude that the people of this nation and this world, have somehow lost their way.

This Curriculum Guide has been prepared with just the opposite objective in mind. Examples are given throughout the pages of this publication, showing techniques for the solution of problems and the resolution of conflict.

While the pages of history indicate that conflict appears to be inevitable, today's people should be more capable of finding solutions, than any prior generation. There are indications that this may become fact. Great nations are talking about arms control; industries are working diligently toward improved ecological balance; legislative bodies are endeavoring to help the less fortunate; courts are writing opinions which promote and explain individual rights; and stronger nations are trying to help weaker nations.

The challenge becomes clear, then, to the students who are in our schools today. They must strive to control and manage conflict if they are to survive. They may not reach the unreachable star. But then, again --- they may! We who have worked with them have good reason to expect a great deal. Hence, the thought here is that they will work it all out some way, and that they will have the skill and time to do so.

jrm